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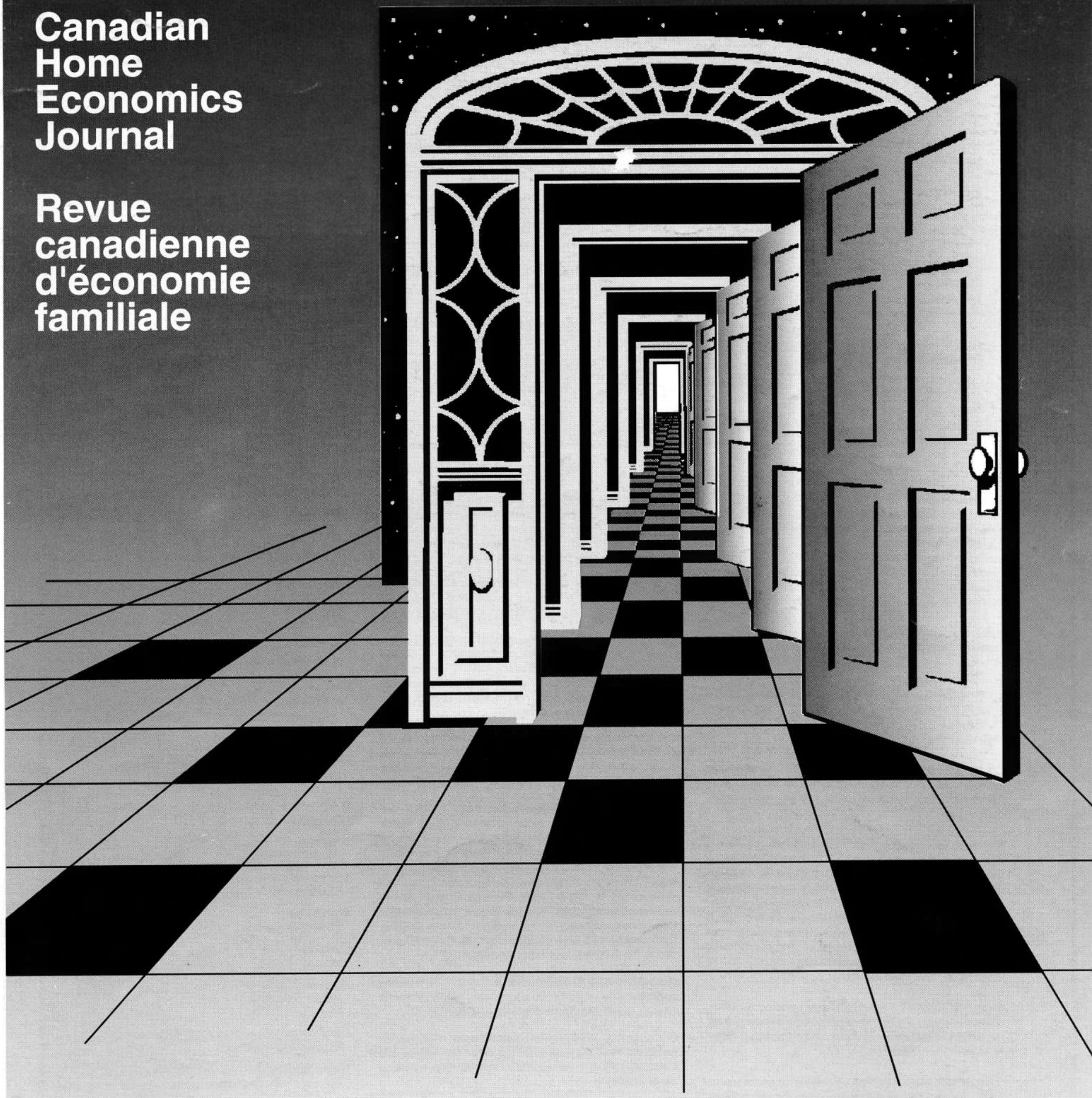
Canadian Home Economics Journal

Revue canadienne d'économie familiale



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Technology and the Family
Mr. Atlas Speaks Out: Fashion Ideals for Men
Les Tendances de Consommation des Années 2000
Learning and Earning: An Exploratory Study

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Beijing **September 4 - 15**
Fourth UN World Conference on Women:
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Message de la Présidente

C'est avec grand plaisir que je vous adresse mon premier message en tant que présidente de l'Association canadienne d'économie familiale. C'est un grand honneur pour moi de porter la chaîne gravée avec les noms d'un aussi grand nombre d'économistes familiales qui ont contribué à l'avancement de notre profession. Je m'engage donc à poursuivre les objectifs suivants: à fo-urnir une direction de qualité pour développer la politique et les programmes de l'ACEF; présider les réunions de l'Association, du conseil d'administration et du bureau de direction, en conformité avec les présents statuts et les règles de procédure; veiller à ce que les directives et les résolutions du conseil soient appliquées; à préparer et à distribuer la correspondance de l'Association; à paler au nom de l'Association; à rencontrer autant de membres et d'associations provinciales et locales que possible, pendant les deux prochaines années.

Mon mandat sera certainement facilité par la compétence professionnelle des membres du bureau de direction, l'expérience et le dévouement des membres du conseil d'administration; les atouts du personnel au bureau d'Ottawa; et la synergie des membres au niveau local.

Nos priorités pour l'année 1994-95 sont déjà déterminées. Nous nous servons d'un plan stratégique pour l'Association depuis les années 1980. Vous aurez sans doute lu les grandes lignes du Plan stratégique de l'ACEF 1991-1995 qui se trouvaient dans la Revue de l'ACEF de l'été 1994. Le Conseil d'administration et le Bureau de direction ont effectué une évaluation annuelle du plan pour conclure qu'un bon nombre des objectifs et d'activités ont été réalisés, tandis que d'autres sont encore en voie de réalisation. Le Bureau est maintenant en train de réviser le Plan et d'y intégrer le Plan stratégique de développement international pour ne former q'un seul document de travail. Chaque membre est invité à participer à l'élaboration du Plan stratégique de l'ACEF 1995-2000, en faisant parvenir ses commentaires et ses suggestions à sa représentante provinciale ou territoriale.

D'autres priorités pour 1994-1995 sont de générer plus de recettes, d'augmenter nos services en francais, et de faire le suivi de l'Année internationale de la famille.

Le programme de développement international continuera dans deux domaines: le programme de partenariat pour renforcer les associations d'économistes familiales dans les pays en développement, de même que le programme d'éducation au développement pour sensibiliser les membres, les étudiants en économie familiale et le grand public au développement international. De plus, en subissant les effets de la restructuration et la mondialisation de l'économie, l'Association aura besoin de faire de nouveaux choix et de prendre de nouveaux risques. L'ACEF est devenue un organisme fédéré, ce qui lui permet d'unir les associations locales, provinciales et nationales, pour contrôler les coûts, pour faciliter la communication et pour augmenter la puissance de notre voix au niveau national. Des comités, des résolutions, des mémoires, et des exposés de positions continueront à nous aider d'exercer des pressions sur le gouvernement: en matière de la révision du système de sécurité sociale ou de sécurité alimentaire.

En même temps, nous devons nous assurer que cette structure continue à répondre à nos besoins à tous les niveaux. Les associations provinciales, par exemple, doivent partager leur expérience collective, puisque chacune avance sur le processus de professionalisme à sa propre vitesse. À mesure que ces associations obtiennent un statut professionnel, les questions reliées à la réciprocité et aux normes de pratique revêtent une importance cruciale. Chaque association doit également continuer à recruter de nouveaux membres.

Un mandat de deux ans n'est pas long pour atteindre tous les objectifs visés, mais avec votre collaboration nous pourrons vraiment solidifier davantage notre association professionnelle et améliorer la qualité de la vie pour les individus et pour les familles canadiennes.

Si vous n'avez pas de temps pour présider un comité, voulez-vous offrir bénévolement vos services comme membre correspondant, pour fournir une opinion regionale sur une question particulière? Avez-vous déjà participé à une discussion sur les normes professionnelles relatives à la pratique de l'économie familiale? Parlez-vous ou écrivez-vous souvent à l'administratice provinciale/territoriale (vous l'avez élue pour vous représenter sur le conseil d'administration!) pour assurer le flot bilatéral de l'information concernant les questions de l'heure?

La décision d'exercer une profession exige une adhésion absolue aux buts et aux aspirations de cette profession. L'économie familiale, comme n'importe quelle autre profession, exige un service obligatoire et des tâches quotidiennes. En plus de cela, s'étend le service bénévole où les individus font leur possible pour l'excellence, pour l'intérêt commun. Ce n'est pas le niveau minimum – le service obligatoire – qui distingue le professional, c'est le surcroît d'effort.

> ***"Si quelqu'un te force à faire un mille, fais-en deux avec lui."***
> *Le sermon sur la montagne:Matthieu 5:41*

En espérant avoir bientôt de vos commentaires........

Nancy Cook, EFI

President's Message

I am pleased to write my first message to you as Canadian Home Economics Association President. To honour the legacy of all those professional home economists whose names are engraved on the chain of office that I am now privileged and challenged to wear, I pledge to you the following:

I will do my best to provide quality leadership to the Canadian Home Economics Association in the development of policies and programs; to preside at meetings of the Executive Committee, Board of Directors, and Annual General Meetings, in accordance with our by-laws and parliamentary procedure; to ensure that the administration of the association and the work of National Office are carried out according to established policies and procedures; to prepare and distribute association correspondence as required; to act as a spokesperson for CHEA to the public, the government, and other organizations as required; and, to meet with individual members as well as local and provincial home economics associations whenever and wherever possible during my term of office.

My mandate is facilitated by the professional commitment of our new Executive Committee, the dedication and experience of our ongoing Board of Directors, the individual and collective capability of National Office staff, and the synergy of our grassroots members.

Priorities for 1994-95 have already been established, and the year is well underway. Since the mid-eighties, CHEA has had a strategic plan in order to identify priority issues for the association and the required resource allocation to accomplish specific tasks. The 1991-1995 STRATEGIC PLAN was summarized for you in the Summer 1994 *CHE Journal.* An assessment of this plan has been done each year; some of the objectives and specific plans have been accomplished, others are ongoing. As your Board of Directors now works to revise the plan and integrate it with our International Development Plan for a master 1996-2000 CHEA STRATEGIC PLAN, we encourage all members to participate by forwarding suggestions and comments to their Provincial/Territorial Director or any Board member.

Other priorities for 1994-95 include revenue generation; the prioritization of French language initiatives and the follow-up for the International Year of the Family.

The CHEA International Development Program will continue its efforts to strengthen home economics associations and professional practice in developing countries, as well as to increase the awareness of Canadian home economists concerning development issues of universal concern to all families. Furthermore, as we continue to experience the effects of restructuring and globalization of our economy, CHEA will be required to make new choices and assume new risks. Our federated structure was designed to link national, provincial and branch associations, to avoid duplication, to facilitate communication, and to increase our collective strength and abilities as a lobbying force. The work of our committees, the development of resolutions and position papers, will all facilitate our ongoing involvement in national issues like social security reform, the prevention of family violence, and global food security.

At the same time, we need to ensure that our structure continues to serve our professional needs at all levels. We need to network, to share our collective expertise among provinces, as we all move at different speeds along the professionalization continuum. We need to help those provinces who are working toward registration, complete the integration of all our membership records, facilitate reciprocity for members moving between provinces, establish standards of practice, and increase our membership ranks in all provinces.

Two years is not a long time, but with your help we really can make a difference, both in the strength and vitality of our national association, and ultimately in the quality of life for the individuals and families for whom we exist. If you can't make time to chair a national committee, could you volunteer to be a corresponding member to provide some regional input on a particular issue? Have you participated in an educational session on Standards of Practice? Home economics, like every profession, has its compulsory mile, its daily round of tasks and duties. Beyond that lies another mile of voluntary effort where individuals strive for excellence, where they give unselfish service to the common good. It is not the minimum standard – the compulsory mile – which characterizes the professional person. It is only in the second voluntary mile of effort that one qualifies as truly professional.

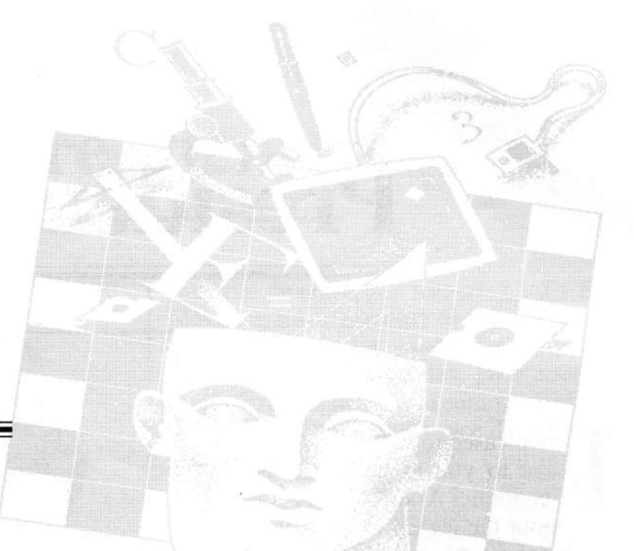
"Whoever shall compel thee to go one mile go with him twain."

Sermon on the Mount: Matthew 5:41

I look forward to hearing from you........

Nancy Cook,PHEc

Technology and the Family



Maureen A. McTeer

In this paper I express some of my thoughts on the subject of the family and technology, drawing a thread between the two and outlining some of the ways the former affects the latter. I also set out a new political/public agenda to deal with the several issues these two themes raise for all of us.

The Family Today

Few would argue that the structure of the family today is the same as it was forty years ago. To better understand and assess the impact that technology has, and will continue to have, on the family, we need to look at what the family looks like today, in the 1990s. In 1991, the most recent year for Census figures, there were 7.4 million families in Canada. Of these, clearly the majority, 77 percent or 4 million, were headed by legally married couples, including "empty nest" families who account for 35 percent of Canadian families. Of all families with children, 65 percent had at least one child, down from 73 percent in the same category thirty years earlier. In the ten years between 1981 and 1991, the number of childless families in Canada grew by 14 percent. But while legally married couples with children is still the norm in Canada, for the first time in peacetime, women and men legally married and living together with children represented less than half the total percentage of families in Canada.

Economic factors, among others, have played a role in redefining the size and structure of families, especially as more and more Canadians find it difficult to raise a family on only one income. In its study released in June of 1991, Statistics Canada found that while the average family income has risen to almost $50,000 from $16,000 in 1971, there has been virtually no real gain in income since 1981 after inflation and taxes at all levels are deducted. This same study noted that while in the 1950s it took 45 hours of labour to support a spouse and children, today it takes 65 to 80 hours to achieve the same level of income.

And so, while legally married heterosexual couples remain the norm, or at least the majority, in Canada, the existence of an increasing number of new family formations and a decreasing number of children challenges our traditional view of what the term "family" means in the 1990s. This point is important and must be respected if we are to achieve fair and useful social policy to meet the changing needs of many types of families. This will not be achieved without conflict within our society. What we are witnessing is a radical break with what was there before, and, whenever that happens, there is controversy and public anxiety.

The Author

Maureen McTeer is a lawyer and social activist working in the field of women's health. During the 1993/94 academic year, she was a visiting scholar in the School of Public Health at the University of California, Berkeley, and is presently in the Faculties of Law, Nursing and Medicine at the University of Calgary, where she teaches in the Faculty of Law and coordinates the Women's Health Project there. She is the author of two best-selling books, Residences: Homes of Canada's Leaders *and* Parliament: Canada's Democracy and How it Works.

Editor's Note

This paper is based on the keynote address delivered by Maureen McTeer at the 1993 CHEA Conference in Windsor, Ontario.

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There is a tendency, when faced with dramatic change (as we are now in Canada with respect to the fundamental institution of family), for people to look for quick or simple solutions. For instance, we have heard a tremendous amount about a return to, or a re-invention of, "basic family values." This phrase has now become a code for a particular ideological agenda, not meant to protect and enhance what is best in the family, but to narrow its definition. In so doing, families which do not conform to one single view of what a family should be are disqualified. Like all ideologically charged phrases, its use makes serious discussion of social and economic policy difficult and polarizes people along artificial lines. It emphasizes what divides us, rather than highlighting what we have in common. It also assumes one practice is better than the other, and that both are mutually exclusive.

The form of a family is really only the outer shell. It is what is inside — the people within this basic social structure and their interaction and interdependence, their roles and their responsibilities to each other — that really matters. We must refocus the public agenda away from a discussion of "family values" to a wider and less politicized one on "the value of the family." Such an approach will allow for a more realistic and open discussion of the many social, economic, and legal issues at stake. It will also allow for a public policy that assumes, and includes within its scope, the many kinds of different family relationships that already exist here in Canada.

As a first step, I suggest that we move beyond discussion of the mere form of family to look at its substance. When you think of a family, what kinds of words spring to your mind? What are some of the values of family for you? To me, a family is made up of people who respect each other and have made a long-term commitment to each other and to the children under their care and control. There is love and caring and mutual support among all of the family members, emotional and economic security, discipline, and responsibilities. A family to me is a safe haven for all of its members, a place where we can go and know that we are loved and cherished for what we are. Of course, families also have internal tensions and few ever achieve perfection. But it is the positive human family relationships that we should enhance and work to promote.

Re-ordering the Public Agenda

A re-ordering of the public agenda with respect to families is urgent. There is no doubt that many families today are in crisis, and that their renewed health is essential, both economically and socially. The family is an extended relationship among the individuals within it and with others in the society around it. If we are able to see families as relationships between supportive and loving people, rather than merely as forms within which certain people can be made to fit, then we will be well on our way to formulating national policy which will enhance rather than stifle the many values of family in the complex and troubling times in which we now live. Whether it is the education of young men and women in the kinds of skills required to parent effectively and establish sound human relationships; the elimination of violence against women in the home; greater protection of children from the devastating effects of growing up in poverty and the horror of physical and sexual abuse by a parent or other trusted family member; whether it is the provision at long last of public support systems to help families in need of quality childcare, or food, or even a home; these and other problems must be pushed to the centre of the public policy agenda. That is what the phrase "the value of the family" should be about.

Technology Impacts Family Life

The technological advances that have so marked these past two decades, and have come right into our homes and our workplaces, have also begun to change how we think about ourselves and those around us. From modern air travel to mass communications to the computer, our personal and professional lives have not just been affected by technology but, indeed, have been deeply altered by it. It has affected the very way in which we think and act. That change in how we think and analyze is at the core of the challenge we face as we seek to shape technology to our human benefit. Otherwise we will merely be shaped to fit the agenda and pace set by technology's machines.

Resolving this dilemma is, to me, at the heart of the work ahead of us. We must do this in the context of radically changed and immensely difficult economic realities, created not just by technological innovation but by human failure of planning and discipline. Into this mix, unsuspected and unobserved by most of us, the language and logic of technology has permeated the decision-making processes of both government and business.

Technology and Women's Lives

For women, this new technological way of looking at issues and finding suitable answers is very troubling for at least two reasons. In ignoring the human element and human dimension of all decision-making, technological decision-making reduces and even excludes the personal. Yet this mariage of the personal and the political has always been at the centre of how women think and act. Moreover, technological decision-making ignores the historic reality of women's alienation and exclusion from the centre of the decision-making process. It makes no room for their views or for those of other vulnerable groups, including children, the poor, and the disempowered. They become no more than statistics, whose presence is problematic for technical planners and embarrassing for governments.

In the past, women have been excluded and absent from the decision-making centre. Their priorities and needs have rarely been taken into account. Formal decision-making by powerful institutions, such as business and government, has rarely reflected the holistic view of the person, both personal and professional, that is at the basis of women's reality. What we do as wives, mothers, workers, and professionals is an integral part of who we are. We are not just one or the other, we are both. We cannot talk about work, for instance, without also talking about child care.

Part of the anxiety we feel now is that the labels which are forced upon us by technology's particular system of classification are alien to us. We make all the major decisions of our life on the basis of relationships. But machines can't think in terms of relationships. Until that fundamental flaw in the whole decision-making process is reversed and a more human approach implemented, we as women will never see our faces in the public mirrors. We will stay on the outside of the institutions and systems that determine our lives and those of our families. Our challenge, then, is not just to tinker with technological systems but to become truly empowered as women; and to do so in a manner that changes the very way in which society thinks and acts.

Technology and Human Reproduction

I could not consider these issues without referring to challenges that are inherent in the increased use and development of technology in the field of human reproduction. When I became a member of the Royal Commission on New Reproductive Technologies (NRTs), charged with analyzing all of the various impacts of technology in the field of human reproduction, two fundamentally different approaches to technology emerged from among Commission members. They were, ironically, the same two conflicting approaches that have dominated discussion of technology and society generally.

The first view presumed that technological developments are beneficial and represent otherwise unattainable progress in the medical and scientific field of human endeavours. Therefore, for this group, the only issue was how to manage these technologies. Technological interventions on human beings were seen as beneficial and positive and, therefore, the main issues evolved around questions about the safety of certain procedures, success rates of such procedures as *in vitro* fertilization (IVF), access to the procedures (say, for same-sex partnerships), and how to ensure "informed consumer choice."

The second group, which formed the original majority of the Royal Commission and in which I was included, flatly refused such a narrow approach to the analysis of the overwhelming issues facing society as a result of the use and development of technology in the field of human reproduction. We felt that the unrestricted nature of our mandate required us to go beyond questions of management, which had already been resolved elsewhere, and to look at the whole question of technology generally in the field of human reproduction and human genetics.

Among the questions we wanted addressed and researched were: What was the genesis of these technologies in the first place, who started them, and why? What was the history of their development in animals, as tools of breed enhancement and quality control? In what way has technology built upon itself in this complex and personal area of reproduction? For instance, how have tools of reproductive technology, such as IVF, become the basis for other technologies and technological interventions, such as artificial insemination by donor, surrogacy, cloning, other genetic manipulations, and embryo research?

We wanted a thorough investigation of the genesis of reproductive technologies in women. We wanted to know how, with little public input, the practice of *in vitro* fertilization had gone from an exceptional and experimental procedure used exclusively in women with blocked, damaged, or missing fallopian tubes, to become a universal option for women and couples suffering from every kind of infertility. We were concerned about IVF's 90 percent failure rates. We wanted to know what is the moral responsibility of science to respect socially and recognized taboos, such as incest and cross-generational relationships. We challenged attempts to patent the human body, its parts, and its processes. We wanted to know what is the legal responsibility of technology, and science generally, not to violate rights that our laws have been passed to enshrine. In particular, we were concerned with sex selection, the possibility of cloning human beings, genetic engineering of human embryos, and general issues of the respect and protection of human life, and the balancing of individual and collective interests. In short, we wanted an analysis of what is valuable, unique, and sacred in our concept and definition of human life, an analysis made more urgent by technologies' ability to create and manipulate human life in the laboratory.

These so-called "beginning of life issues" are important and fundamental in themselves; but they are also important because technology imposes itself not just at the beginning of life but at the end of life as well. We felt that in thoroughly and critically researching crucial beginning-of-life issues, we would also be able to contribute to the public discussion on the dilemmas technology is raising for all of us at the end of life, in terms of practices like euthanasia. The tragedy of the Royal Commission on Reproductive Technologies is that our voices and point of view, questioning, as they did, the technological agenda and its control of our decision-making, and even our language, were not heard.

Our ultimate challenge as a society, in this decade and the next, will be to realize how technology affects the structures and systems — be they educational, cultural, political, even human— that have been the basis of our way of knowing and acting for the past century. Only when we recognize technology's power to shape how we do things and how we think about our roles and place within the community will we be able to regain control of technological changes and make them sensitive and subject to our human agenda.

A More Human Agenda

But how do we do this? I believe that we begin by recognizing the reality that we all already live in a technological society. From the technical conveniences in our homes and offices, from microwaves to television sets to computers to fax machines and cellular telephones, we are surrounded by technological tools that have become a necessary— even indispensable— part of our daily lives. We must accept that these technologies shape our daily lives and relationships. We are no longer just expected to use these technological tools. We must use them. If we refuse, we are left out of the loop. Because faxing a letter is so much faster and more efficient than mailing a letter, we send letters by fax. But because it's so much faster, we are expected to send more letters. Because there are laptop computers readily available, we can have a computer anywhere we go, at home, or on the plane, or in the car. We can spend our whole life interacting with a machine. Pretty soon, we start thinking like one. We expect our clients and family and children to be as efficient and quick and alert as our laptop. We fall into the habit of taking home more and more work to increase our output. We are told this is essential, and will achieve more than others in the next office or country with whom we are competing for markets.

We should be aware that technology forces more, not fewer, choices upon us, and that the choices we make as a result have a tremendous impact on our ability to make other, perhaps even different, choices in the future. We must realize that the frenetic pace we have set for ourselves in our professional work, day by day embracing all things technical and technological, has meant that frenetic living is now the norm. We have to recognize that our work life is part of our home life and rethink our priorities. One complements the other. It is part of an indivisible whole. It is our social environment, the "space" within which we live. When we spend too much time on our professional or work life, our personal or home life suffers. There was once a time when this was obvious, and even frowned upon. Today, all that has changed.

We have created, or at least acquiesced in, a transformation of work that has not resulted in shorter weeks and greater leisure time to interact with other people and engage in cultural or other character-forming activities. Instead, we are in a crazy situation where we are run ragged at work, come home too tired to even interact with other people, and are caught up in a seemingly never-ending treadmill that leaves us no time for any activity other than sleep.

New Strategies for the Future

So how do we handle this situation? Are there any answers out there that we can look to to make our lives our own again? Others will offer suggestions, but here are some I follow. First, we must constantly challenge — and on occasion, reject — the basic assumptions that technology is equivalent to progress. Second, we must reject the assumption that technology is more objective than human intellect and intuition and somehow free of all human bias. Third, we must constantly ask whose agenda is being served by creating a technological society that devalues human contexts and portrays human emotions and experience as biased and unscientific. I do not want my family to live in a society that is without human values, without human definitions, experiences, and compassion, without the chaos and the charm of our common humanity.

Indeed, the perfect technological society is a world without human beings at all. Is that, after all, really where we are all headed? To a world where genetically engineered human robots carry out the orders of technologically engineered artificial human intelligence? Do we even know where the technological agenda, couched in the language of productivity and economic gain and competitiveness, is really taking us? Do we know who benefits — financially, physically, emotionally — from an economic agenda that places technological development before human flourishment? Can we trust that agenda when we see all around us the outcome of its success — your neighbour, your brother and sister, your child without work, their lives without hope, whole communities in trauma becoming the economically displaced?

We must realize and accept the leadership role required to regain a voice in the setting of public policy and the public agenda with respect to technology. You and I, our families, our communities, have a role to play in the political and public agenda-setting that envelopes us and which most of us so often feel powerless to change. We have a responsibility, indeed, I would argue, a duty, to speak up, to question and demand that the exclusive economic focus of modern governments be re-examined and enlarged to include other more important considerations.

Our voices and actions must be concerted and clear. This is not a time to leave the work to others. This is a time for personal commitment and involvement. You and I, as women and as professionals, have a responsibility to ourselves, our families, and our communities to become the guardians and the defenders of the collective humanity that is such a valuable part of our human existence. That is what Associations like yours can bring to both the local and wider national community. The combination of the personal and the professional makes you special in a generation, and in a place, that has become defined by its technology rather than its spirituality, by its technical systems rather than its human networks.

Finally, we should no longer accept the need and the inevitability of control over our lives by technology and the tools that it engenders. In its stead, we should demand a special place for the institutions, such as the family, and the people whose lives should always matter more than any machine. To ensure that that happens, all Canadians must insist that the "circle of control" be enlarged to include us all. We must change from hierarchical structures where key decisions are taken by a small minority that, in most cases, in every profession, in business and government, is almost exclusively male to one where under-represented groups, especially women, are present and prominent.

Canadians have a right and responsibility to demand that technology serve them, and not the other way around; that those who presently hold political power and those who aspire to it in the future achieve an effective, if not always easy or convenient, marriage between the imperatives of technology and the social and cultural realities of the individual and the wider Canadian community. I believe that a more realistic and holistic approach to deciding and doing, which also includes women's experiences and voices as integral parts of the process, will not just make the system more female, it will also make it more human. It is this respect for our common humanity that must be our goal, this assumption that, in any battle between the technical and the human, the human must always prevail. We must come to the understanding, as a society, that relationships, compassion, caring, are not catchwords to be used in public and then tossed aside, but rather ways of being, of living, of experiencing — the very framework for human life and experience in a technological age.❦

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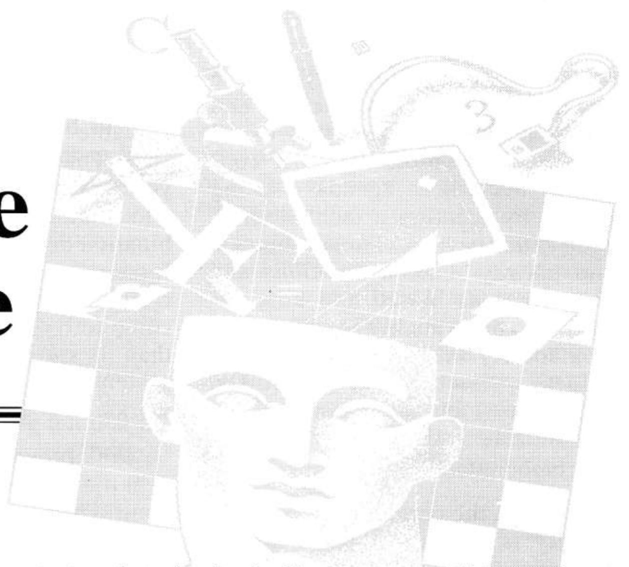
La famille à l'ère de la technologie



Maureen A. McTeer

Cet article est un document de réflexion sur la famille, d'une part, et sur la technologie, d'autre part, que j'ai écrit dans le but de montrer le lien qui existe entre les deux et l'influence du premier sur le second terme de la relation. J'y formule également un nouveau programme politique et public qui nous permettra de s'attaquer aux diverses questions que soulèvent ces deux sujets.

La famille d'aujourd'hui

Peu de personnes prétendent encore que la structure familiale n'a pas évolué depuis les quarante dernières années. Par ailleurs, la technologie a et continuera d'avoir un impact sur la famille, et, pour mieux comprendre et bien saisir la nature de son influence, il faut d'abord dresser un portrait de la famille sous sa forme actuelle. Au dernier recensement officiel de 1990, il y avait 7,4 millions de familles au Canada. Une forte majorité, soit quatre millions ou 77 pour 100 d'entre elles avait à sa tête un couple marié, y compris les familles sans enfant, lesquelles représentent 35 pour 100 des familles canadiennes. Soixante-cinq pour cent des familles avec enfant(s) ont au moins un enfant, comparativement à 73 pour 100 il y a trente ans. De 1981 à 1991, le nombre de familles sans enfant a augmenté de 14 pour 100. Les couples mariés avec enfant(s) représentent encore la norme au Canada, mais, pour la première fois en temps de paix, moins de la moitié des familles canadiennes sont composées d'une femme et d'un homme (ou «couple hétérosexuel») qui sont mariés et qui vivent ensemble avec au moins un enfant.

La situation économique a contribué à cette redéfinition de la taille et de la structure de la famille, un nombre croissant de Canadiens et de Canadiennes éprouvant de la difficulté à élever une famille avec un seul revenu. Dans une étude publiée en juin 1991, Statistique Canada souligne que, même si le revenu familial moyen est passé de 16, 000 $, en 1971, à près de 50, 000 $, il n'y a eu pratiquement aucun gain de revenu entre 1981 et 1990 si l'on tient compte de l'inflation et des impôts. La même étude indique qu'alors que le soutien d'une famille avec enfant(s) exigeait, dans les années cinquante, l'équivalent de 45 heures de travail, de nos jours, le même niveau de revenu suppose de 65 à 80 heures de travail.

Ainsi, même si le couple hétérosexuel marié représente encore la norme ou, du moins, la majorité des cas au Canada, l'existence d'un nombre croissant de nouveaux types de familles et d'un nombre décroissant d'enfants remet en question la vision traditionnelle de ce qui constitue une «famille» dans les années quatre-vingt-dix. Ce point est important et il faut en tenir compte si nous voulons en arriver à une politique sociale juste et bonne qui réponde aux nouveaux besoins des divers types de familles. Le débat ne se fera pas sans créer des conflits au sein de la société canadienne. Ce dont nous sommes témoins est en rupture avec ce qui existait auparavant, et une telle situation provoque toujours la controverse et angoisse la population.

Notice biographique

Maureen McTeer est une avocate qui milite sur le plan social dans le domaine de la santé des femmes. Durant l'année scolaire de 1993, elle a travaillé à titre d'experte-conseil invitée à l'École de santé publique de l'Université de Californie, à Berkeley. Actuellement, elle enseigne à la Faculté de droit de l'Université de Calgary et coordonne au même endroit un projet dans le domaine de la santé des femmes. Elle a publié deux livres qui ont obtenu un grand succès de librairie : Residences: Homes of Canada's Leaders *et* Parliament: Canada's Democracy and How it Works.

Note de la rédaction

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Face à un changement radical (tel que celui que subit actuellement, au Canada, la structure sociale essentielle qu'est la famille), on a tendance à réagir en cherchant des solutions rapides et simples. Ainsi, on nous a beaucoup parlé d'un retour aux «valeurs familiales de base», ou de leur renaissance. Cette expression est maintenant devenue un code pour une certaine idéologie dont le but n'est pas de protéger ou de valoriser ce qu'il y a de mieux dans la famille, mais d'en restreindre la définition. Par conséquent, les familles qui ne correspondent pas à une vision unique de ce que doit être une famille sont disqualifiées. Comme toutes les expressions à connotation idéologique, son utilisation rend difficile de parler sérieusement de politique sociale et économique et sépare les gens selon des critères factices. Elle souligne ce qui nous divise, au lieu de mettre l'accent sur ce que nous avons en commun. Elle suppose qu'une pratique est meilleure que l'autre et que les deux s'excluent l'une l'autre.

La structure d'une famille n'en est en fait que la coquille. Ce qui compte vraiment, c'est le contenu : les personnes à l'intérieur de cette structure sociale de base, leur interaction et leur interdépendance, leurs rôles et leurs obligations réciproques. Nous devons réorienter le débat public en cessant de parler de «valeurs familiales» et en engageant une discussion plus large et moins politique sur les «valeurs de la famille». Une démarche de ce genre permettra une discussion plus réaliste et ouverte sur les nombreux enjeux sociaux, économiques et juridiques. Elle autorisera également une politique officielle qui tient pour acquis et prévoit dans son champ d'application la diversité des relations familiales déjà existantes ici, au Canada.

Comme première étape, je propose que l'on aille au-delà d'une discussion sur la simple structure de la famille et que l'on se penche sur son essence. Quand vous pensez à une famille, quels mots vous viennent à l'esprit? Quelles sont quelques-unes des valeurs de la famille pour vous? Pour moi, une famille est composée de personnes qui se respectent mutuellement et qui ont pris un engagement à long terme l'une envers l'autre et envers les enfants confiés à leurs soins et à leur garde. Il y a de l'amour, de l'affection et de la solidarité entre tous les membres de la famille, une sécurité sur les plans émotif et financier, une discipline et des responsabilités. Une famille, pour moi, c'est un abri sûr pour tous ses membres, un endroit où l'on peut aller et où l'on sait qu'on ait aimé et apprécié tel que l'on est. Bien sûr, les familles vivent également des tensions internes et peu deviennent un jour parfaites, mais ce sont les rapports humains positifs dans la famille que nous devrions mettre en valeur et chercher à encourager.

Recentrer le débat public

Il y a urgence à recentrer le débat public concernant la famille. Il est évident que nombre de familles sont actuellement en état de crise et il est fondamental qu'elles retrouvent la santé sur les plans tant économique que social. La famille représente un réseau de relations entre les personnes qui en font partie et avec les membres de la société immédiate. Si nous voyons la famille comme un lien entre des personnes qui offrent soutien et amour plutôt qu'en tant que structure dans laquelle on peut faire entrer certaines personnes, nous sommes sur la bonne voie pour formuler une politique nationale qui apprécie au lieu de dénier les nombreuses valeurs de la famille en cette période difficile et troublante que nous vivons. L'enseignement aux jeunes hommes et aux jeunes femmes des compétences qui leur permettront de jouer le rôle de parent et de créer des liens solides sur le plan humain, la disparition de la violence faite aux femmes dans leur foyer, une meilleure protection des enfants contre les effets dévastateurs de la pauvreté et contre l'expérience horrible de l'agression ou de l'abus sexuel par les parents ou un autre membre de leur famille, l'offre, finalement, de services d'aide sociale aux familles qui ont besoin de services de garde de qualité, de nourriture ou même d'un toit, toutes ces questions et bien d'autres doivent être placées au centre des débats en vue d'une politique officielle. C'est ce message que devrait sous-tendre l'expression «la valeur de la famille».

La technologie influe sur la vie familiale

Les progrès technologiques qui ont caractérisé les deux dernières décennies et qui ont envahi nos foyers et nos lieux de travail ont également commencé à influencer notre façon d'appréhender notre être et notre entourage. Du voyage par avion à l'ordinateur, en passant par les communications de masse, nos vies personnelle et professionnelle ont non seulement été touchées par la technologie, mais, de fait, elles en ont été profondément bouleversées. Notre façon de penser et d'agir n'est plus la même depuis son entrée en scène. Je crois que c'est là un danger. Cette transformation de la façon dont nous réfléchissons et analysons est au coeur du défi qui nous attend dans nos efforts pour modeler la technologie à notre avantage en tant que personne humaine. Sinon, nous serons simplement soumis aux exigences et au rythme des machines créées grâce à la technologie. À mon avis, l'essentiel du travail qui nous attend consiste à sortir de ce dilemme. Nous devrons y arriver malgré une situation économique radicalement transformée et très difficile, suite non seulement à l'innovation technologique, mais également à notre manque de planification et de discipline. À cela il faut ajouter ce que la majorité d'entre nous ne suspecte même pas : le langage et la logique de la technologie se sont infiltrés dans les organes de décision des gouvernements et des entreprises.

La technologie et la vie des femmes

Ce recours à la technologie pour examiner les problèmes et trouver des solutions acceptables laisse les femmes très perplexes pour au moins deux motifs : d'une part, en faisant fi du facteur humain dans la prise de décisions, on diminue et on exclut la personne. Pourtant, cet amalgame de l'individuel et du politique a toujours été au centre du mode de réflexion et d'action des femmes. D'autre part, on fait fi du fait historique du retrait et de l'exclusion des femmes du centre de décision. On ne laisse aucune place à leur opinion ou à celle des autres groupes vulnérables, tels les enfants, les pauvres et les déshérités. Tous ces groupes ne deviennent tout au plus qu'une statistique dont l'existence pose problème aux planificateurs techniques et embarrasse les gouvernements.

Par le passé, les femmes ont été exclues et absentes du centre de décision. On a rarement tenu compte de leurs priorités et de leurs besoins. Le mode officiel de décision des puissants, tels l'entreprise et le gouvernement, a rarement traduit la vision holistique de la personne, tant dans sa vie privée que dans sa vie professionnelle, sur laquelle repose la réalité des femmes. Ce que nous faisons en qualité d'épouse, de mère, de travailleuse et de professionnelle fait partie intégrante de qui nous sommes. Nous ne sommes pas l'une ou l'autre, nous sommes l'une et l'autre. Nous ne pouvons pas parler de travail, par exemple, sans penser également à la garde des enfants.

Une part de l'appréhension que nous éprouvons à l'heure actuelle vient du fait que les étiquettes que l'on nous accole selon le système particulier de classification de la technologie nous sont étrangères. Nous prenons toutes les grandes décisions de notre vie en établissant des liens. Les machines, elles, ne fonctionnent pas de cette façon. Tant que cette faille fondamentale dans le mode de décision ne sera pas comblée, nous, les femmes, ne nous reconnaîtrons jamais dans le reflet que renvoient les miroirs publics. Nous resterons à l'écart des institutions et des systèmes qui régissent nos vies et celle de nos familles. Le défi qui nous attend ne consiste donc pas à s'attaquer simplement aux systèmes technologiques, mais à se faire une place au soleil en tant que femmes, et à agir de façon à transformer le mode même de réflexion et d'action de la société.

La technologie et la reproduction humaine

Je ne peux traiter de ces questions sans parler des défis que nous lance l'utilisation croissante et le développement de la technologie dans le domaine de la reproduction humaine. Lors de ma nomination à la Commission royale sur les nouvelles techniques de reproduction, qui avait reçu le mandat d'analyser tous les aspects de l'impact de la technologie dans le domaine de la reproduction humaine, deux approches complètement différentes de la question se sont dessinées parmi les membres de la Commission. Elles correspondaient, ironie du sort, aux deux mêmes attitudes contradictoires qui prévalent dans le débat sur la technologie et la société en général.

D'un côté, on prenait pour acquis que les développements technologiques sont salutaires et représentent un progrès unique en son genre dans la quête de l'être humain sur les plans médical et scientifique. Par conséquent, pour ce groupe, le seul problème consistait à définir la façon de gérer ces techniques. L'action de la technologie sur le genre humain était considérée comme bénéfique et positive, donc les principaux enjeux gravitaient autour de la sécurité de certaines méthodes, du taux de réussite de méthodes telles que la fécondation in vitro, de la liberté d'accès aux méthodes (par exemple, pour les partenaires homosexuels) et de la façon d'assurer «un choix éclairé du consommateur».

Le second groupe, au départ majoritaire au sein de la Commission et dont je faisais partie, refusait carrément d'aborder d'une façon aussi restreinte l'analyse des enjeux sociaux de poids que soulèvent l'utilisation et le développement de la technologie dans le domaine de la reproduction humaine. Nous considérions que le caractère non limitatif de notre mandat exigeait que l'on aille au-delà des questions de gestion, qu'on avait déjà réglées ailleurs, et que l'on examine toute la question de la technologie en général dans les domaines de la reproduction humaine et de la génétique humaine.

Nous voulions que l'on aborde et que l'on étudie entre autres les questions suivantes : Qu'est-ce qui a amené ces techniques au départ? Qui les a lancées? Pourquoi? Quelle a été l'histoire de leur développement chez les animaux, en tant qu'instrument d'amélioration de la race et de contrôle de la qualité? Dans quelle mesure la technologie s'est-elle étendue au domaine complexe et personnel de la reproduction? Par exemple, comment les instruments de la technologie de reproduction, telle la fécondation in vitro, sont-ils devenus la base d'autres techniques et d'autres initiatives technologiques, tels l'insémination artificielle avec donneur, les mères porteuses, le clonage et autres manipulations génétiques et recherches embryologiques?

Nous voulions une enquête approfondie sur l'origine des techniques de reproduction chez la femme. Nous voulions savoir comment, sans que la population ait grand-chose à dire, la fécondation in vitro était passée d'une démarche exceptionnelle et expérimentale réservée aux femmes dont les trompes étaient bloquées, endommagées ou absentes à un choix offert à toutes les femmmes et à tous les couples qui souffrent d'un genre quelconque d'infertilité. Nous étions inquiets du taux d'échec de 90 pour 100 des fécondations in vitro. Nous voulions savoir quelle est l'obligation morale de la science de respecter les interdits sociaux et admis, tels l'inceste et les rapports inter-générations. Nous avons protesté contre les tentatives d'appropriation du corps humain, de ses parties et de ses mécanismes. Nous voulions savoir quelle est la responsabilité légale de la technologie, et des sciences en général, de ne pas violer les droits enchassés dans nos lois. Plus particulièrement, nous étions préoccupés de la question de la sélection du sexe, de la possibilité de cloner l'être humain, de la manipulation génétique de l'embryon humain et, de manière générale, du respect et de la protection de la vie humaine et de l'équilibre des intérêts individuels et collectifs. Bref, nous voulions une analyse de ce qui est précieux, unique et sacré dans notre conception et notre définition de la vie humaine, une analyse dont l'urgence est encore plus grande en raison de notre capacité technique de générer et de manipuler la vie humaine en laboratoire.

Ces questions reliées au début de la vie sont importantes et fondamentales en soi, mais elles sont également importantes parce que la technologie se mêle non seulement du début de la vie, mais également de la fin de la vie. Nous croyions que l'examen critique et approfondi de questions cruciales concernant le début de la vie nous permettrait d'alimenter le débat public sur les dilemmes que nous pose à tous la technologie à la fin de notre vie relativement à des méthodes telles que l'euthanasie.

Le drame de la Commission royale sur les nouvelles techniques de reproduction, c'est que nos voix et notre point de vue, qui remettaient en question le programme technologique et son emprise sur nos décisions, voire même sur notre langage, n'ont pas été entendus.

Notre plus grand défi en tant que société consistera, au cours de la décennie actuelle et de la suivante, à prendre conscience de l'influence de la technologie sur les structures et les systèmes, qu'ils soient éducatifs, culturels, politiques ou même humains, qui ont servi d'assise à nos modes de connaissance et d'action depuis un siècle. Ce n'est qu'après avoir admis que la technologie peut modeler notre manière d'agir et notre perception de nos rôles et de notre place au sein de la société que nous pourrons reprendre le contrôle de l'évolution technologique et l'obliger à tenir compte du projet humain.

Un projet plus humain

Comment y arriver? Je crois qu'il faut commencer par reconnaître que nous vivons déjà dans une société technologique. Les commodités de la vie au bureau ou à la maison : le four micro-ondes, le téléviseur, l'ordinateur, le télécopieur, le téléphone cellulaire, tous ces appareils techniques qui nous entourent sont désormais nécessaires, sinon indispensables. Nous devons accepter que ces technologies façonnent nos vies et nos relations quotidiennes. On ne se contente plus de compter sur notre utilisation de ces outils techniques, on doit les utiliser. Si nous refusons de le faire, nous sommes écartés du lot. Parce que la télécopie d'une lettre est tellement plus rapide et plus efficace que sa mise à la poste, nous acheminons nos lettres par télécopieur. Par ailleurs, parce que c'est si rapide, on s'attend à ce qu'on envoie plus de lettres. Parce qu'un ordinateur portatif est facile à trouver, on peut en traîner un partout où l'on va : à la maison, en avion ou dans l'auto. On peut passer sa vie à échanger avec une machine. Rapidement, on commence à penser comme une machine. On s'attend à ce que les clients et les membres de la famille soient aussi efficaces et rapides que le portatif. On prend l'habitude d'apporter de plus en plus de travail à la maison afin d'augmenter son rendement.

On nous dit que c'est essentiel et que nous réussirons mieux que l'autre service ou l'autre pays auxquels nous disputons le marché.

Nous devrions savoir que la technologie nous oblige à opérer plus de choix, pas moins, et que ces choix ont d'immenses répercussions sur les autres choix qui s'offriront à nous par la suite. Nous devons nous rendre compte que le rythme effréné que nous avons adopté dans notre vie professionnelle en assimilant jour après jour tout ce qui est technique et technologique a fait de cette vie frénétique la norme. Nous devons admettre que le travail occupe une part de notre vie à la maison et reformuler nos priorités. L'un complète l'autre et les deux forment un tout indivisible. C'est là notre environnement social, l'espace dans lequel nous vivons. Lorsqu'on consacre trop de temps à son travail, sa vie personnelle ou familiale en souffre. C'était là, en d'autres temps, une évidence, c'était même mal vu, mais aujourd'hui, tout cela a changé.

Nous avons engendré ou, du moins, accepté une transformation du travail dont le résultat n'a pas été d'écourter la semaine de travail et de nous laisser plus de temps pour les relations interpersonnelles et les activités culturelles et autres, mais bien de créer une situation absurde suivant laquelle on sort éreintés du travail, on rentre à la maison trop fatigués pour même parler aux autres et on est pris dans un engrenage qui ne semble pas vouloir s'arrêter et qui ne nous laisse le temps de rien faire si ce n'est de dormir.

Nouvelles stratégies pour l'avenir

Comment alors faire face à la situation? Existe-t-il quelque part des solutions qui nous permettraient de reprendre notre vie en main? Ce ne sont pas les suggestions qui manquent, mais voici celles que j'applique. Premièrement, il nous faut constamment remettre en question — sinon rejeter carrément — l'hypothèse voulant que technologie et progrès aillent de pair. Deuxièmement, il nous faut écarter la présomption que la technologie est plus objective que l'intelligence et l'intuition humaines, en somme libre de toute partialité. Troisièmement, il faut constamment nous demander qui peut avoir intérêt à créer une société technologique qui dévalue le contexte humain et qui présente les émotions et l'expérience humaines comme étant forcément biaisées et incompatibles avec l'esprit scientifique. Je ne veux pas que ma famille vive dans un société sans valeurs humaines, sans définitions ni expériences humaines et sans compassion, bref, une société dépourvue du tumulte et du charme inhérents à la condition humaine.

Une société technologique parfaite serait dépourvue d'êtres humains. Se pourrait-il que ce soit vraiment ce vers quoi nous nous dirigeons? Vers un monde où des robots issus du génie génétique exécutent les ordres d'une intelligence humaine artificielle engendrée par la technologie? Est-ce qu'on sait vraiment quels desseins se nourrissent du langage de la productivité, de la croissance économique et de la compétitivité? Est-ce qu'on connaît ceux qui tirent profit, financièrement, physiquement et émotivement, d'un programme économique qui favorise le développement de la technologie au détriment de l'épanouissement de l'être humain? Comment faire confiance à un tel programme, quand on constate les effets de son succès : nos voisins, nos frères et soeurs, nos enfants en chômage, leur vie sans espoir, des communautés entières qui vivent dans la crainte d'être déplacées pour des raisons purement économiques.

Nous devons prendre conscience du leadership qui s'impose pour faire entendre notre voix dans l'établissement des politiques et des programmes publics touchant la technologie, et assumer ce leadership. Vous et moi, nos familles et nos collectivités, nous avons un rôle à jouer dans les programmes politiques et publics qui nous régissent, et pour lesquels la plupart d'entre nous avons l'impression de ne pouvoir rien faire. Nous avons la responsabilité, je dirais même le devoir de parler, de contester et d'exiger que le focus exclusivement économique des gouvernements modernes soit repensé et élargi à des considérations plus importantes.

Nos voix et nos gestes doivent être concertés et clairs. Nous ne pouvons pas nous en remettre à d'autres. Le temps est venu de prendre des engagements personnels. Vous et moi, en tant que femmes et que professionnelles, nous avons des responsabilités envers nous-mêmes, nos familles et nos collectivités; nous devons garder et défendre la condition humaine qui nous appartient collectivement et qui représente une part précieuse de notre existence. Voilà ce que des associations comme la vôtre peuvent faire, aussi bien à l'échelle nationale que locale. De par votre statut personnel et professionnel, vous occupez une position unique au sein d'une génération et dans un lieu précis, dans un monde qui se définit maintenant par sa technologie au lieu de sa spiritualité et par ses systèmes techniques au lieu de ses réseaux humains.

Enfin, il ne faudrait plus accepter comme nécessaire et inévitable que la technologie et ses outils prennent le contrôle de nos vies. Il faudrait plutôt exiger que l'on fasse une place spéciale à nos institutions,, telle la famille, et que l'on place toujours la vie des gens au-dessus de celle de la machine. Pour que cela se produise, tous les Canadiens et les Canadiennes doivent insister sur un élargissement du «cercle du pouvoir» qui nous englobe tous et toutes. Nous devons changer nos structures hiérarchiques, où les grandes décisions sont prises par une petite minorité qui, comme on le sait est composée presque exclusivement d'hommes, aussi bien dans les milieux professionnels que d'affaires ou gouvernementaux, et nous doter de structures où les groupes sous-représentés, et particulièrement les femmes, seront présents et en vue.

Les Canadiens et les Canadiennes ont le droit et le devoir d'exiger que la technologie soit à leur service et non l'inverse et que, même si cela n'est pas toujours facile ni commode, les détenteurs actuels et les aspirants du pouvoir politique en arrivent à un heureux mariage entre les impératifs de la technologie et les réalités socio-culturelles que vivent les individus et l'ensemble de la collectivité canadienne.

Je suis convaincue qu'une approche plus réaliste et holistique dans la prise de décisions et dans l'action, qui tient compte de la voix et de l'expérience des femmes, ne rendra pas le système plus «féminin», mais tout simplement plus «humain». C'est ce respect de la condition humaine que nous partageons qui doit devenir notre objectif; notre postulat doit être que dans toute confrontation entre le technique et l'humain, l'humain prédominera toujours. Comme société, nous devons en arriver à comprendre que les relations humaines, la compassion et le souci de l'autre ne sont pas de vains mots que l'on déclame en public et que l'on s'empresse ensuite de reléguer aux oubliettes, mais plutôt une façon d'être, d'expérimenter et de vivre. En somme, le cadre par excellence de la vie et de l'expérience humaines à l'ère de la technologie.❦

Mr. Atlas Speaks: Fashion Ideals for Men

Allan Trollope and S.G. Turnbull Caton

Although men comprise almost half of the world's population, the attention they receive in the fashion arena is a pale moon in comparison to the star treatment given to women. The imbalance extends beyond industry's devotion and media's attention even to the scrutiny of the academic community. Society, by and large, has failed to recognize the fashion ideal that exists for men and the effects the ideal has on the behaviour of men.

The research reviewed here focusses mainly on young, North American men. As men age, not only do their bodies change shape, but their perceptions of their bodies also change. Because fashion ideals differ among cultures, we concentrate only on Western society, primarily North American. Where theories are ascribed directly to men, gender specific language will be used.

Laying the Foundation

The concept of a fashion ideal is itself composed of many elements: body image, body cathexis, and somatotype. "The concept of body image refers to the mental picture one has of his or her body at any given moment in time" (Kaiser, 1990, p. 98). Body image thus refers to how one sees one's own physical self at any specific time, or the attitude one takes towards his/her own body. How a person sees oneself is not necessarily the same as how others see him or her (Kaiser, 1990).

"Body cathexis" is the degree of satisfaction one has with his/her own body. Because numerical scales have been developed for body cathexis, it has more of an evaluative function than body image (Kaiser, 1990). Body cathexis is measured using a scale which may include physical skills, fitness, and health, facial and overall appearance, and upper body strength, including physique and muscular strength (Tucker, 1982). Alternatively, a body-cathexis scale may set parameters

Abstract

Although men comprise almost half of the world's population, they have been virtually ignored in research studies of fashion ideals and the effects of the ideals on male behaviour. This paper describes the concepts of body image, body cathexis, and somatotype and defines the ideal body type for North American men as tall, muscular, and mesomorphic. It examines the effects of the fashion ideal on men, noting in particular excessive self-improvement practices. Finally, reasons why the topic of male fashion ideals has been neglected by researchers and society in general are proposed, including pressures from vested interest groups, stereotyping, and difficulties using instruments and interpreting results from methodologies originally developed for women.

Résumé

Même si les hommes représentent près de la moitié de la population mondiale, ils sont à toutes fins utiles ignorés dans les études sur les canons de la mode et leur impact sur le comportement masculin. Dans cet article, les auteurs définissent les concepts de «schéma corporel» et de «somatotype» et décrivent le biotype idéal de l'homme nord-américain comme étant grand, musculaire et mésomorphe. Ils analysent les effets de la définition d'un canon de la mode sur les hommes, en soulignant particulièrement les excès commis au nom de l'auto-perfectionnement. Finalement, ils cherchent à expliquer le peu d'intérêt que suscite la question des canons de la mode masculine dans les études et dans la société en général; parmi les motifs qu'ils évoquent, il y a les pressions exercées par les groupes d'intérêt, les stéréotypes et la difficulté d'utiliser des instruments de mesure et des modèles d'interprétation conçus au départ pour les femmes.

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for various parts of the body, such as the scale used by Shim, Kotsiopulos, and Knoll (1990) which includes lower body, head/upper body, and torso, as well as height and weight. Kaiser (1990) states that there is a positive relationship between body cathexis and satisfaction with the self.

A "somatotype" is a body type classification which differientates among the shapes of body builds. There are three main somatotype categories: "endomorph," a body with a high amount of fatty tissue and little muscle tissue; "mesomorph," a body with a high amount of muscle tissue and little fatty tissue; and "ectomorph," a body with low amounts of both muscle and fatty tissue. There are two subgroups between these categories, as most people do not fall distinctly into one category. These sub-categories are "meso-endomorph" and "meso-ectomorph." (Kaiser, 1990; Lamb, Jackson, Cassidy, & Priest, 1993; Ryckman, Robbins, Kaczor, & Gold, 1989).

Identifying the Fashion Ideal

The ideal body type for men that exists in North American society is that of the tall, muscular, mesomorphic male (Ryckman, Robbins, Thornton, Kaczor, Gayton, & Anderson, 1991; Shim, Kotsiopulos & Knoll, 1990; Tucker, 1982). In Tucker's 1982 study of American college males, nearly 60% of the 88 subjects chose the mesomorphic figure as their own ideal, indicating that they desired a muscular physique. In general, men value "large body-size" and "bigness of body parts" which represent "the classic large, mesomorphic build [that] symbolizes masculinity within a Western culture" (Shim *et al.*, 1990, p. 85).

More recently, Ryckman *et al.* (1991) supported Tucker's findings by reporting that the man with the mesomorph body type was judged more favourably than his ectomorph and endomorph counterparts in a number of ways. In their study, 174 white, male, undergraduate college students indicated that the man with a mesomorphic physique would have the most friends, work the hardest, be the most physically attractive and the most physically healthy. He was rated by male subjects to be the bravest, most adventurous, most competitive, and the best leader. He was also deemed the least likely to be teased by other people. The same study showed that, in contrast, endomorphs were considered dirty, sloppy, and physically unfit. They were also judged to be non-competitive, lazy, the most physically unhealthy and unattractive, and the least adventurous, as well as the most likely to be teased. The endomorph did not receive "most favourable" ratings in any category (Ryckman *et al.*, 1991). The ectomorph, on the other hand, was perceived to be the most afraid, tense, and the most likely to be homosexual. According to Grambs and Waetjen (1975), the most powerful threat to a man is the accusation of being effeminate or homosexual. The ectomorph was, however, also considered to be the most intelligent and the neatest. This contrasts with the mesomorph who was considered to be the least intelligent of the three (Ryckman *et al.*, 1989). The qualities of intelligence and neatness as being in contrast to the mesomorph as well as being characteristic of the homosexual stereotype thus become twofold effeminate, making them less desirable.

Western culture values not only body build but height as well (Kaiser, 1990). More positive characteristics are ascribed to tall men than to short men, while more negative traits are ascribed to short men (Shim *et al.*, 1990). Kaiser (1990) reports that the attractiveness of taller men has been found to be judged greater than that of shorter men by both males and females. As well, the work of Shim *et al.* (1990) indicates society's tendency to associate height with a person's worth and social status. One tends to overestimate the height of a person of high status and underestimate the height of the low status person. The muscular, mesomorphic male is clearly the fashion ideal for young North American men. The added dimension of height further reinforces the concept that a particular body type is most desired by men. The man who has this figure is regarded highly by his peers. Men who are not so lucky are affected in other ways.

Effects of the Fashion Ideal on Men

The college subjects in Tucker's (1982) study averaged five feet ten inches tall; the average weight of the subjects was 180 pounds. However, almost 70% of the males surveyed reported dissatisfaction with their body builds. That is to say, for nearly 70% of the subjects there was some discrepancy between how they saw their bodies and what they would have liked them to be. Most of the subjects indicated a desire to be more muscular or have a more mesomorphic body type.

This dissatisfaction can be measured using body-cathexis scores. When male subjects perceive themselves to be fatter or thinner than the ideal, male body cathexis decreases (Salusso-Deonier & Schwarzkopf, 1991; Tucker, 1982). Men who see their bodies as mesomorphic have significantly higher body-cathexis scores than men in any other somatotype group (Tucker, 1982). Meso-ectomorphs, while indicating lower body satisfaction than mesomorphs, have significantly higher body-cathexis scores than meso-endomorphs, ectomorphs, and endomorphs. These other three groups all had similar scores, although the endomorph group indicated the lowest body cathexis score (Tucker, 1982). The greatest influence on body cathexis scores may be that men see "their body build as a function mostly of upper body proportions and strength" (Salusso-Deonier & Schwarzkopf, 1991, p.40). The positive relationship between body cathexis and satisfaction with the self (Kaiser, 1990) suggests that a low body cathexis would contribute to a person's low self-esteem.

Another indication of the effects of body image is found in the area of male consumer behaviour. For many men, clothing acts as a compensatory agent to minimalize body dissatisfaction (Shim *et al.*, 1990). Men may use clothing as a means to compensate for physical shortcomings, either through camouflage or diversion. However, a Catch-22 situation arises. "The individual with higher body satisfaction, which may indicate having a relatively standardized size, may be able to find more variety in ready-to-wear and quality stores in the market" (Shim, Kotsiopulos & Knoll, 1991, p. 42). Shim *et al.* (1991) also suggest that one's satisfaction with stores and the available clothing products is affected more by body cathexis than by attitudes towards clothing.

While many men simply dream of a body build they will never have, others take steps to become the "prototype of the attractive male" (Man, he's no he-man, 1993, p. 23). Society encourages men's involvement in physical activities. Men are largely socialized to be involved in exercise endeavours which Tucker (1982) reports to be convincingly related to higher body cathexis. "Exercise improves body cathexis" through physical benefits as well as psychological benefits (Salusso-Deonier & Schwarzkopf, 1991, p. 40). Shim *et al.* (1991) found that men "who were satisfied with their bodies ...were most likely to be sports oriented, while those who were not satisfied with their bodies... were least likely to be sports oriented" (p. 41). However, to many males, the natural effects of normal exercise are not enough. An increasing problem, for men in particular, is exercise abuse, or working out too much (Davis, 1994).

A desire to obtain a muscular, mesomorphic body leads many young men to the "use of performance enhancing drugs, such as anabolic steroids... There is evidence of anabolic steroid use among adolescents in high school and junior high school as well" (Wang, Downey, Perko, & Yesalis, 1993, p. 382). The detection of these drugs in high schools dates back as far as 1971, a time when the supposed ideal was closer to ectomorphic. Wang *et al.* (1993) report that about half a million adolescents [in America] have used or do use some form of steroids. "Furthermore, the most frequent reasons given for using anabolic steroids were 'to improve athletic performance and appearance'" (p. 382). (It is important to note that men include performance as part of how they evaluate male appearance (Salusso-Deonier & Schwarzkopf, 1991); that is, the two overlap.)

Parallels can be drawn between the dangers of the unattainable thin figure for young women which can cause eating disorders and the equally unattainable muscular figure for young men as there are serious medical and psychological ramifications from the use of these drugs (Man, he's no he-man, 1993; Wang *et al.*, 1993). The biophysical consequences are especially serious for adolescents (Buckley, Yesalis, Friedl, Anderson, Streit, & Wright, 1988).

Short men who express dissatisfaction with their height have fewer options to change their body images. Exploring this question, Shim *et al.* (1990) found that short men demonstrated more hypermasculine behaviour in order to compensate for perceived shortcomings, and they showed more psychological distress than did tall or average-height men. This further supports Tucker's (1982) assertions that temperament can be predicted with some degree of reliability by physical appearance.

Why (Not) All the Fuss?

If this fashion ideal for men exists and creates so many problems, why is it not acknowledged by society at large? First, there is a lack of research that is focussed on men. While not necessarily justifiable, this lack can be more easily understood if the context of the fashion industry and the research communities is recognized. In 1975, Tigert, Ring, and King suggested that men were less concerned with fashion than were women. The women's apparel industry is recognized as a larger industry than men's (Frings, 1991). This being the case, researchers may be pressured to do research that will serve and be the most relevant to the greater number of people (Savan, 1988). As well, there may be influence in the form of corporate funding from interested parties to do research that reflects that interest (Savan, 1988).

Second, the lack of attention to men's fashion issues may be due to a prejudiced, fallacious stereotype that real men are not interested in their appearance. This can be contradicted by the fact that sales of men's clothing grew six to eight per cent per year through the 1980s (Landler, 1990). Thirty-eight billion U.S. dollars were spent on men's apparel and accessories in 1986 alone ("U.S. Consumer," 1987, cited in Shim & Kotsiopulos, 1991). Men have become "more sophisticated consumers" and increasing numbers are shopping for themselves, creating a men's wear market that is both wider and deeper (Landler, 1990).

Another reason for the lack of attention to men's issues in clothing and textiles research is that there may be bias in the research that has been conducted to study male subjects. The biases are largely due to disregard of gender differences. In the study of men's body cathexis and body image, one must consider that the fashion ideal for men has characteristics that make it distinctly different from the ideal for women. When comparing themselves to their ideal, men will not only focus on different attributes than women do, but will also perceive their own characteristics differently. The proportions they value in their body builds are inherently different from what women value in men and in themselves. For example, thinness is not synonymous with the ideal for men as it is for women. This can cause confusion. In a study by Lamb *et al.* (1993) which compared body cathexis scores of young men, young women, older men, and older women, the scores indicated that the latter three groups coveted a slimmer body type than they perceived they actually had. On the other hand, the young men indicated a desire to have a larger somatotype than they perceived as their own. These results were interpreted by the researchers as an indication that the three groups who desired thinner figures were dissatisfied while the young men, the group that was thinner than their ideal, were expressing satisfaction with their bodies. Satisfaction cannot be presumed so simply, given that men value largeness (Shim *et al.*, 1990; Tucker, 1982).

Other studies have examined data for men using instruments that were originally developed for women. There are differences, some more subtle than others, that create an inherent bias as to what responses men will, or even can, give. For example, in Fallon and Rozin's (1985) study of body figure preference of college women and men, the male subjects rated their current and ideal figures as being "almost identical." From this, the authors concluded that the men were satisfied with their body types. Unfortunately, the illustrations in the instrument allowed only a distinction of size and ignored the dimension of shape.

Not only do men and women differ in the sizes and the shapes they value for their own bodies, they also differ in focussing on different areas of their bodies. For men, the upper body is a more critical zone than the lower body, whereas for women it is their hips and thighs. Thus another factor in the misinterpretation of data in studies about men's body satisfaction may be the structure of the research instruments since it has been found that men place more value on the chest/torso area than any of the other criteria when rating the male figure for masculinity (Shim *et al.*, 1990) or attractiveness (Salusso-Deonier & Schwarzkopf, 1990). However, the items on the instrument used in studies by Shim et al. (1990; 1991) placed equal value on the scores for each of the criteria of lower body, head/upper body, height, weight, and torso.

Obviously, if researchers are using different criteria to measure body satisfaction from those that men are actually using to judge their body builds, the instruments are not valid. Existing research that has been done with women may be useful and even prove necessary; however, instruments must be adapted for men, not just adopted. Specific attention must be paid to gender differences in order to make these and future studies valid.

The Silhouette on the Horizon

The research that has been done on men's fashion issues is not adequate. The studies are fewer in number than for women, the instruments are not always valid, and results are easily biased due to neglect of gender differences. What, then, is to be done? Clearly, the answer is not merely more research but research that is done carefully and critically. This is the only way that we can avoid this "black hole in our universe of knowledge."

Aside from a purely academic quest for knowledge, why is it so important that we pay attention to the little guy (and the big guy, and the medium guy)? Given that the number of males and females in the Canadian population is nearly equal (Statistics Canada, 1993), it is ridiculous that there is not more research done on men in the area of clothing and textiles. The increasing consumer power and fashion awareness of men (Shim *et al.*, 1991) make the issues of men's involvement in fashion even more important. Outside the area of clothing and fashion, other spheres are related to an individual's self-esteem. The implications of the knowledge that body image has such a powerful effect on self-esteem (Kaiser, 1990) extend into areas such as the motivation to take steroids, the effects these have on the individual's mental and physiological health, eating habits of men who exhibit low body-type satisfaction, nutritional attempts to alter body type, and the effects of compensatory hypermasculine behaviours on families.

Unquestionably, the interdisciplinary nature of home economics/human ecology has an important role to play. Only in addressing specific issues such as the particular nature of men's attitudes and behaviour with respect to appearance, fashion, and clothing, while at the same time maintaining a focus on the larger picture, can we make progress for all people.❦

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Les Tendances de Consommation des Années 2000

Marie J. Lachance

Prédire l'avenir n'est certes pas une activité qui manque d'intérêt si l'on en juge par la popularité de l'astrologie, de la numérologie, et de la cartomancie auprès des consommateurs et consommatrices. Toutefois, prédire les comportements de consommation est une activité risquée puisque les influences que subissent les individus et les conditions dans lesquelles s'exercent leurs choix sont nombreuses, fluctuantes et souvent imprévisibles. De plus, pour prévoir les comportements de consommation, il faut nécessairement faire des généralisations alors que pour réellement connaître les consommateurs et consommatrices et satisfaire leurs besoins, il faut, au contraire, segmenter de plus en plus finement, c'est-à-dire particulariser les caractéristiques de groupes de plus en plus restreints.

C'est pourquoi il ne faut pas considérer les propos qui suivent comme des prophéties ou des prédictions. Il s'agit plutôt d'un aperçu des possibilités étayé sur un certain nombre d'observations et de lectures de diverses sources, possibilités qui pourraient se réaliser plus probablement durant le premier quart ou le premier tiers du XXIème siècle. Projeter les comportements de consommation dans un avenir plus lointain tiendrait davantage de la science fiction mais permettrait certainement de présenter un texte plus original et plus farfelu que celui-ci!

Au plan de la consommation, le comportement des individus n'échappera pas aux grandes tendances sociales que l'on observe actuellement dont, le vieillissement de la population, la modification des caractéristiques des ménages, la croissance du nombre de femmes dans la population active, la domestication de la télématique et la mondialisation des marchés (Berenbaum, 1992; «Le consommateur,» 1990; Dumas et Lavoie, 1992; Larivée, 1990; McKie et Thompson, 1990; Popcorn, 1994). Parmi elles, c'est le vieillissement de la population qui devrait avoir le plus d'impact sur les comportements de consommation et ce, principalement parce que cette caractéristique tient des consommateurs et des consommatrices eux-mêmes et non pas du marché.

Résumé

Au plan de la consommation, le comportement des individus n'échappera pas aux grandes tendances sociales que l'on observe actuellement. Parmi elles, le vieillissement des enfants de l'après-guerre devrait grandement influencer les tendances des années 2000 et favoriser un marché axé sur l'adulte et la maturité. La recherche de services et de biens avec valeur ajoutée contribuera à satisfaire plusieurs clientèles qui seront prêtes à acheter du temps dont, le nombre de plus en plus grand de femmes sur le marché du travail. Une certaine domestication de la télématique pourrait bouleverser les transactions de consommation courantes. La diminution du nombre de ménages, l'augmentation des personnes vivant seules et la mondialisation des marchés auront aussi des effets sur la consommation. Une meilleure connaissance des jeunes consommateurs et consommatrices ainsi qu'une analyse pratique des questions environnementales devraient être envisagées sans retard.

Abstract

Consumer behaviour will not escape the broad social trends we are observing at the present time. Among these, the aging of the "baby boomers" will greatly influence trends to the year 2000 and beyond. To increase their consumer satisfaction, several sectors will search out and be ready to buy time-saving services and value-added goods. Of these sectors, an increasing number will be women in the paid work force. The use in the home of telecommunications and various communications technologies could drastically change current consumer transactions. Decreasing numbers of households, increasing numbers of individuals living alone, and the globalization of markets will also affect consumer behaviour. A better knowledge of the behaviour of young consumers and an awareness of consumers' questions and concerns related to the preservation of the environment must be foreseen for the near future.

Le vieillissement de la population

On sait que la population vieillit en grande partie parce que les enfants de l'après-guerre[1] vieillissent, ce qui entraîne une croissance plus rapide du

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Note

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[1] Enfants nés après la deuxième guerre mondiale et communément appelés Baby boomers.

nombre des personnes âgées et une augmentation de la proportion de ce groupe d'âge («Le consommateur,» 1990; Desjardins et Dumas, 1993; Gros, 1987). À moins d'événements extraordinaires, il s'agit là d'une condition incontournable. Même si la natalité augmentait à l'encontre de toutes prévisions, le groupe des personnes vieillissantes resterait, au tournant de l'an 2000, la principale préoccupation du marché.

Il faudra donc prévoir un effet normal de l'augmentation de l'âge et de ce qu'elle comporte habituellement. Ainsi, les gens s'inquiéteront davantage de leur santé et de leur sécurité physique et psychologique (Popcorn, 1994; Sheth, 1987; Simard, 1994). Il faudra aussi envisager qu'un plus grand nombre de personnes vont diminuer et éventuellement cesser leurs activités professionnelles. Ces estimations suscitent la plupart du temps des inquiétudes au sujet des coûts collectifs des soins de santé et de la retraite et d'un possible ralentissement de la consommation. Tout en ne niant pas ces conséquences, il ne faut pas s'enliser dans cette unique vision du «lourd fardeau» des personnes âgées, du moins en ce qui concerne la consommation. Car, outre cet effet d'âge, c'est l'effet de génération qui devrait être le plus déterminant dans la coloration de la consommation de cette clientèle: les *Baby boomers* vieillissants, appelés parfois *Papy boomers*, sont nés avec la société de consommation et ont grandi avec elle (Cicurel, 1989). Il serait extrêmement étonnant qu'ils rompent leurs relations le jour de leur 60ème ou 70ème anniversaire! Ils consommeront peut-être moins de biens mais utiliseront davantage de services et de biens avec valeur ajoutée, c'est-à-dire contenant une plus grande part de service. Ceci touchera autant le secteur de la santé sous toutes ses formes (y compris l'activité physique) que celui de l'alimentation, de l'habitation, du vêtement et des finances personnelles. En meilleure santé physique et financière, il ne faut pas s'attendre à ce qu'une fois à l'âge mûr cette génération ait le même style de vie et de consommation que les générations âgées précédentes qui fréquentent peu les restaurants et s'adonnent peu aux activités physiques et sociales (Cicurel, 1989; «Le consommateur,» 1990; Duhaime, Lachance et Tremblay, 1992). On n'a qu'à observer le style de vie très actif des nouveaux grands-parents pour s'en rendre compte.

Ces deux effets conjugués, effet d'âge et effet de génération, c'est un grand marché de la vieillesse qui va s'ouvrir, un peu de la même manière que, dans le passé, s'est pointé celui de la jeunesse (Cicurel, 1989; Desjardins et Dumas, 1993). Puisque à cause de leur nombre, les enfants de l'après-guerre ont toujours dicté les tendances de la consommation, la principale clientèle cible des années 2000 sera constituée des personnes qui auront entre 40 et 55 ans au tournant du siècle. Ce sera le marché des adultes et de la maturité et non plus celui de la jeunesse.

Gardant à l'esprit cet effet de génération, certains auteurs dont Cicurel (1989), prétendent qu'ils prendront de l'âge tout en conservant leur mentalité. À ce sujet, celui-ci les qualifie même de «génération inoxydable,» c'est-à-dire qui vieillira sans rouiller tout en gardant sa mentalité! Par exemple, il faut se rappeler qu'ils n'ont jamais voulu vieillir. Éduqués et déjà relativement soucieux de leur forme physique et de leur alimentation, la préoccupation naturelle des gens âgés pour leur santé devrait les amener à rechercher des biens et services qui pourraient les aider à rester jeune, en bonne forme physique et morale. Ainsi ils privilégieraient des aliments frais (dont l'étiquette mentionne les caractéristiques de la culture ou de l'élevage), savoureux mais allégés en gras, sucre, sel et alcool, de même que faciles à préparer (Gros, 1987; Popcorn, 1994). Les restaurants qui offriront une nourriture de cet ordre, en plus d'être savoureuse, à prix abordable, livrée à domicile ou prête à emporter, devraient gagner du terrain (Hébert, 1994).

La santé ouvrira aussi le marché des vitamines, des suppléments et fort probablement des fortifiants personnalisés de façon homéopathique. Les médecines douces, les centres de détente et de remise en forme, les cures de toutes sortes, pour diminuer le stress, augmenter l'énergie, améliorer le sommeil (Popcorn (1994) parle même de luminothérapie) sont susceptibles de connaître un essor notable. Il faut se rappeler que ces personnes diminueront ou cesseront leurs activités professionnelles régulières et auront du temps et des sous à consacrer à leur bien-être et à celui des membres de leur famille (enfants et petits-enfants).

Le luxe et le plaisir devraient continuer de les attirer mais, plus raisonnables, ils opteront davantage pour des gâteries plus abordables (Popcorn, 1994). Ils mettront l'accent sur la qualité, la commodité et le bien-être plutôt que sur la quantité. Le confort au foyer prendra encore plus d'importance et on voudra restreindre l'entretien de son domicile au minimum. Ils intensifieront leur tendance à rechercher des biens et services qui pourront leur faciliter la vie. À cet égard, le logement «intelligent» dans lequel, éclairage, arrosage, système de sécurité et autres peuvent être automatisés, prendra certainement de l'ampleur dans les années à venir.

Certains estiment que, armée de l'expérience de consommation de toute une vie et de la maturité due à son âge, la clientèle âgée de la première partie des années 2000 devrait être plus exigeante et plus difficilement influençable par des rabais et des publicités purement accrocheuses (Benjamin, 1993; Popcorn, 1994). Puisqu'on note actuellement que les consommateurs et les consommatrices sont déjà plus exigeants, cette caractéristique ne semble pas irréaliste pour le futur mais on peut douter de leur éventuelle invincibilité face aux influences promotionnelles.

L'apparence et la signification sociale des biens et services consommés resteront tout aussi importantes qu'actuellement mais en plus, il faudra les adapter à une clientèle vieillissante (Gros, 1987). Par exemple, il faudra grossir les caractères et les boutons des appareils qu'ils ont eu l'habitude d'utiliser jusqu'ici (téléphone, système de son, etc.). On peut supposer que tel qu'on le connaît actuellement, les derniers jours de l'annuaire téléphonique sont comptés! Tout ce qui pourra faciliter l'autonomie en société ou dans le confort de leur foyer prendra de l'importance.

Leur souci de l'apparence physique ne devrait pas s'estomper et pourrait d'ailleurs populariser les services de chirurgie esthétique. Les modes (vêtements, destinations de voyages, restaurants, centres de cure, etc.) susciteront encore leur engouement mais elles devront être adaptées à la fois à leurs nouvelles exigences et à leurs goûts de toujours. Ainsi, les vêtements devront être confortables et d'allure jeune mais faciles à enfiler et à entretenir.

Les stratégies de mise en marché devront évoluer (Kennedy, 1994; Sheth, 1987). C'est d'égal à égal qu'il faudra parler à cette «jeune personne âgée» (ou en avoir l'air) et ne pas la représenter comme une personne à qui il faut constamment de l'assistance ou comme un grand-parent «gâteau,» gentil mais un peu inutile. Dans le même ordre d'idées, les promotions ou étiquettes identifiées «Âge d'or» ou «Troisième âge» risquent de devoir disparaître très bientôt! Il faudra aussi rajeunir la présentation des produits usuellement utilisés par les personnes âgées.

Effet d'entraînement et hétérogénéité

Ces tendances de consommation ne sont évidemment pas restreintes à la seule clientèle des personnes âgées. Elles auront un certain effet d'entraînement sur le style de vie et de consommation des plus jeunes et ce, même s'ils semblent rejeter certaines valeurs de leurs aînés («Le consommateur,» 1990). Mais quelle génération ne l'a pas fait! On prédit toutefois moins de différences de consommation entre jeunes et vieux. Ces différences se révéleraient davantage dans l'utilisation des produits que dans les produits eux-mêmes (Gros, 1987). On note ici l'intérêt des entreprises à développer des produits multifonctions et adaptables à différentes clientèles. Les innovations continues qui ne changent pas les comportements impliqués, par exemple des produits plus compacts, moins énergivores, moins bruyants, constitueront un marché intéressant.

Malgré toutes ces généralisations, il sera nécessaire de segmenter cette population (Langlois, 1989). Actuellement hétérogène, le groupe des *Baby boomers* le sera encore plus en vieillissant. Il faut garder à l'esprit que l'âge chronologique n'est pas le meilleur critère pour segmenter cette clientèle et que c'est plutôt la perception que les personnes âgées ont de leur âge ainsi que leur style de vie qui les différencient le mieux. Ce style de vie est grandement influencé par la situation financière, l'état de santé et le degré d'automomie («Vers un nouvel équilibre,» 1991). Malgré une amélioration globale des conditions économiques des personnes âgées, il ne faut pas croire qu'elle affecte tous les individus.

Cette remarque ne s'applique pas uniquement au futur groupe des aînés et aînées puisqu'une certaine hétérogénéité des clientèles devrait caractériser le marché (Gros, 1987; Langlois, 1989). Les entreprises, tout comme les gens impliqués dans la recherche, l'éducation et les organismes législateurs ne doivent pas négliger les clientèles marginales ou minoritaires qui constitueront des marchés plus restreints. Cette remarque concerne aussi les classes sociales économiquement défavorisées dont la taille augmente.

Changements dans les caractéristiques des ménages

Une autre tendance qui devrait influencer la consommation est l'accroissement du nombre de ménages qui est assortie d'une diminution de leur taille. Cette inclination serait due au divorce et à une propension accrue des personnes à vivre seules (Larivée, 1990). Ceci pourrait contribuer à compenser la faible croissance démographique et le possible ralentissement de la consommation de certains types de biens dont le marché se sature graduellement, tels que les biens immobiliers, les appareils ménagers, etc. Les consommateurs et les consommatrices seront plus nombreux à vouloir se procurer certains produits en petite quantité, en format individuel ou réduit (et probablement par quatre, six ou plus pour un meilleur prix) et à désirer que les produits se conservent plus longtemps. La sécurité au foyer pourrait prendre de l'importance.

Les femmes sur le marché du travail

Une autre tendance repose sur l'augmentation probable de la participation des femmes sur le marché du travail qui accentuera le besoin d'organiser son temps efficacement et encore une fois, de se faciliter la vie. La commodité sera, ici encore, un critère très important dans l'évaluation des biens et services (Larivée, 1990; «Le consommateur,» 1990). En cela plusieurs clientèles se rejoindront, dont les familles monoparentales et les personnes âgées. Il faudra penser à offrir plus de services sur le, ou près du lieu de travail (garderie, repas préparés, laverie, couture, coiffure, soins personnels, etc.). Plusieurs clientèles seront d'ailleurs prêtes à acheter du temps en payant pour des services: services d'achat, de livraison à domicile, de gardiennage de toutes sortes (enfants, animaux, résidence, etc.), de soins à domicile, d'entretien, d'entreposage (abri d'auto, pneus, etc.), de nettoyage, d'organisation de toutes sortes (anniversaires, voyages, activités de loisirs, etc.). Il est possible que le nombre accru de femmes sur le marché du travail fasse évoluer davantage les rôles et la répartition des tâches familiales par rapport à la consommation, les conjoints, les adolescents et les adolescentes pourraient hériter de plus de tâches d'achat. Il faudra donc être attentif au déplacement des responsabilités familiales face aux prises de décision en consommation.

La télématique à notre portée

Toujours dans le but de faciliter la tâche de la clientèle, on devrait assister au développement des services d'information téléphonique 1-800 et des éditeurs d'information qui aideront l'individu à synthétiser l'information dont il sera submergé et qu'il n'aura pas le temps de rechercher et d'analyser (Popcorn, 1994). Si l'on se fie à la vague d'information actuelle, on devrait assister au développement et à une certaine «domestication» de la télématique[2], c'est-à-dire à son entrée au foyer (Clément, 1994). S'il s'agit de mettre la technologie au service des personnes et non l'inverse, ce ne sera pas trop tôt. Un système domestique de communication multimédia comme ce que Vidéotron projette d'expérimenter au Saguenay en 1995 (moniteur à partir duquel on peut recevoir, visionner et acheminer des informations) pourrait entre autres, bouleverser les transactions de consommation en diminuant considérablement les déplacements pour les achats, les services bancaires, de réservation, etc. (Binsse, 1994). Ainsi, pourquoi faudrait-il se déplacer au club vidéo pour choisir un film alors qu'il pourrait être sélectionné, diffusé, et débité de notre compte de paiement et ce, dans le confort du foyer?

Quelques réserves cependant. D'abord, il est peu probable qu'un tel système pourra faciliter la démarche en vue d'une décision de consommation éclairée, les informations les plus valables à propos d'un produit n'étant en général disponibles et vérifiables que de visu. Certaines informations télédiffusée ne servent le plus souvent qu'à jeter de la poudre aux yeux d'une éventuelle clientèle. Même avec une technologie avancée, il serait surprenant qu'il en soit autrement. En deuxième lieu, les dispositions quant au retour de marchandises, aux échanges et aux remboursements issues de ces systèmes de communication à distance devront être soigneusement élaborées sous peine de devenir plus ennuyeuses que commodes. La qualité des services et la réputation de la firme seront donc de toute première importance pour le succès de ce type d'innovations. Évidemment, la délicate question de la confidentialité des informations devra faire l'objet d'une attention toute particulière

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[2] Selon Berenbaum (1992), il s'agit de la convergence des télécommunications, de l'informatique et des autres technologies d'information.

Pour s'intégrer réellement, il sera donc indispensable que cette technologie soit fiable et facile d'utilisation pour les consommateurs et les consommatrices dont, on l'a dit, une partie importante sera vieillissante. Les modes d'emploi et les procédures devront être clairs, précis et rédigés correctement dans la langue du client; l'installation facile ou incluse dans le prix d'achat; les modes de réparation et d'entretien pratiques. Les entreprises devront donc briller dans l'art de rédiger un manuel d'utilisation et d'assister la clientèle. Sinon, elles devront songer à se tourner vers des intermédiaires compétents en communication avec la clientèle.

Même si cette «domestication» technologique ne profitait pas à l'ensemble de la population, certains secteurs de la distribution devraient éventuellement utiliser cette technologie pour modifier leur approche, bouleversant ainsi l'approvisionnement pour l'ensemble des consommateurs et des consommatrices (Popcorn, 1994; Simard, 1994). Par exemple, faire l'épicerie, une tâche répétitive qui consomme un temps de plus en plus précieux et qui coûte cher en étalage pour les détaillants pourrait évoluer considérablement. Les achats habituels seront effectués à distance (par téléphone, télécopieur ou système informatique domestique), payés par transfert électronique d'argent, puis ramassés par le client ou la cliente au point de service (au retour du travail par exemple) ou livrés à domicile. Les produits frais ou de spécialités qui représentent des achats relativement plus agréables et moins lourds à manipuler seront effectués dans des boutiques spécialisées ou des marchés, à l'exemple de ce que l'on observe de plus en plus.

La mondialisation des marchés

Sans s'attarder sur la question, il est important de mentionner que la mondialisation des marchés va se poursuivre avec une augmentation de la consommation de produits exotiques, particulièrement dans le secteur de l'alimentation, et une certaine mondialisation des goûts, vesti-mentaires notamment. La mondi-alisation des marques et l'immigration devrait aussi favoriser ces mélanges culturels.

Le faible coût de production de certains pays pour les produits manufacturés pourrait amener certaines clientèles à se procurer plus de produits fabriqués à l'extérieur du pays. Cependant, le fort accroissement de la demande de services devrait pouvoir favoriser les entreprises locales et régionales

Des questions importantes l'environnement

Du portrait esquissé jusqu'ici surgissent deux questions qui apparaissent d'une importance capitale pour la consommation de demain. La première: les consommateurs et les consommatrices prendront-ils le virage environnemental? Exigeront-ils et privilégieront-ils de leur propre gré des choix de consommation plus respectueux de l'environnement? Dans l'affirmative, il serait étonnant que la vague vienne des *Baby boomers*. Il est plus probable qu'elle vienne des très jeunes qui, une fois devenus adultes, revendiqueront des choix différents et plus doux pour l'environnement. Ou alors, elle viendra des grandes entreprises qui voudront se donner une image de responsabilité sociale et transformeront leurs produits et leurs procédés de fabrication. En permettant aux citoyens et citoyennes de devenir «des consommacteurs et des consommactrices»[3], l'implication sociale pourrait bien devenir une forme de promotion pour l'entreprise, une façon de se différencier et de fidéliser sa clientèle (Popcorn, 1994).

Il pourrait aussi arriver que ce soient les autorités qui, par leurs politiques ou leurs règlements, forcent directement ou indirectement les entreprises ainsi que les consommateurs et consommatrices à s'engager. Pensons par exemple, aux coûts ou aux problèmes d'espace et de pollution qu'engendrent l'enfouissement des ordures ménagères et l'assainissement de l'eau potable, autant de difficultés qui pourraient bien forcer les municipalités à installer des compteurs d'eau, des pèse-ordures, à procéder à la cueillette sélective, etc.

Actuellement nous sommes si peu informés de la composition des produits d'usage courant et de leurs effets sur l'environnement que nous devons nous fier à des publicités, à des logos et à des mentions de toutes sortes quand ce n'est pas à la couleur du produit. Nous ne pouvons évaluer nous-mêmes les différents produits sur la base du facteur environnemental et prendre ainsi une décision éclairée. Cette situation changera-t-elle avec l'arrivée du troisième millénaire? Dans l'affirmative, ce sera une influence importante sur les modes de consommation. Par exemple, les inquiétudes face à la pollution pourraient favoriser les aliments biologiques, naturels, dont la production est contrôlée, comme les produits de culture hydroponique, cultivés en serre ou de pisciculture (Popcorn, 1994). À ce sujet, il serait urgent d'étudier les questions d'étiquetage pour aider les consommateurs et les consommatrices à faire des choix éclairés et les protéger contre les dénominations abusives.

Les jeunes adultes de demain

La deuxième question concerne la clientèle des jeunes adultes de l'an 2000: quel type de consommateurs et de consommatrices seront-ils? Clientèle plus réduite en nombre et très diversifiée, on connaît très peu et on s'attarde trop peu aux influences actuelles qui modèleront leur consommation de demain. On les dit actuellement moins compétitifs et plus pessimistes que leurs parents mais ces caractéristiques persisteront-elles? Si oui, auront-elles un impact négatif ou positif sur leur consommation? Un tour d'horizon des études effectuées sur différents aspects de la consommation des jeunes Québécois et Québécoises de 18 ans et plus, tend à suggérer qu'ils ne sont pas très avisés, eux qui pourtant, ont reçu à l'école une certaine éducation en consommation[4]. Quant aux jeunes du secondaire, une étude de l'Office de la protection du consommateur sur leurs attitudes face à la consommation fait ressortir un manque de prudence et de combativité (Young, 1993). Ces données sont plutôt préoccupantes.

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[3] Terme employé par l'auteure lors d'une conférence sur la consommation et l'environnement et qui désigne les personnes qui tiennent compte des conséquences de leurs choix de consommation sur l'environnement. Voir Lachance (1991).

Ils profiteront assurément de certaines demandes de la clientèle âgée qui ne seront pas incompatibles avec leurs valeurs, la commodité des biens et services entre autres. Plus à l'aise avec l'informatique et les télécommunications, ils deviendront la clientèle-cible par excellence pour les nouveaux modes de consommation multimédia et interactifs. Mais, quelles seront leurs valeurs une fois à l'âge adulte? Bouleverseront-ils les rôles par rapport à la consommation? Entre autres, la dynamique des ménages à géométrie variable dans lesquels ils sont socialisés en tant que personne et en tant que consommateur ou consommatrice est encore très peu connue quant à ses effets sur leurs futurs comportements d'adultes.

Souvent éclipsée par le groupe des *Baby boomers,* la nouvelle jeunesse est à ce jour, moins prévisible que ses prédécesseurs («Le consommateur,» 1990). Elle constitue une clientèle qu'il est urgent de mieux cerner tant au plan des comportements de consommation que celui de sa compétence en cette matière. Justement parce qu'elle est moins considérable et très diversifiée, il est encore plus important de bien cerner ses besoins.

Conclusion

Comme on ne vieillit pas d'un seul coup le jour de son anniversaire, le XXIème siècle ne changera pas les attitudes, les exigences et les choix des consommateurs et des consommatrices du jour au lendemain. Il faut donc être très attentif aux constantes modulations du comportement des clientèles actuelles, jeunes ou âgées, qui constitueront celles de demain. Une chose est claire, devant la grande quantité d'informations et la complexité des institutions, l'individu aura des difficultés à prendre une décision de consommation éclairée (Berenbaum, 1992). L'éducation en consommation sous toutes ses formes, formelle et populaire, aura un rôle déterminant dans la capacité qu'auront les personnes à préserver et à améliorer leur qualité de vie.❦

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[4] Données recueillies par Chantale Martel, chercheuse à l'Office de la protection du consommateur et présentées lors d'une conférence à l'université Laval, en mars 1994.

Research Section

Learning and Earning: An Exploratory Study of Working High School Students

Rita Rae Schneider and Myrna Stewart

A major concern currently shared by a growing number of adults, especially educators and professionals in the field of family and human development, is whether working while attending high school is adversely affecting students' attitudes toward school and socializing them into what Rubenstein (1988) refers to as a "work-spend" ethic. The question is a crucial one and, except for a study by Bachman (1983) which investigated the effect that work has on developing a sense of premature affluence in employed high school students, little empirical data exist on this topic.

The purpose of the present investigation is to gain insight into the school-work issue by exploring students' 1) reasons for choosing to work, 2) perceptions about work and school and whether the interplay between these activities enhances or detracts from performance in either area of responsibility, 3) perceptions about the purpose of education, 4) post-high school plans, and 5) life work expectations.

Background to the Problem

Although there have always been adolescents who work while attending high school, the phenomenon until recently has not been regarded as characteristic of Canadian youth. It is only during the past fifteen years that a notable rise in the number of working teenagers has occurred. In 1977, 31% of students aged 15-19 were actively engaged in the workforce at least part-time. Within ten years, this percentage had risen to 42.5% (Statistics Canada, 1989). The current forecast is for an annual increase of 3% through the year 2010.

Adults generally have endorsed the concept of combining work with education during the high school years based on the premise that work provides a context for applying what is learned at school, learning responsibility, self-discipline, the

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Abstract

Recent research indicates that teenagers may be working primarily for money and the things money can buy. Many adults are concerned that working while attending school may be socializing youth into a "work-spend" ethic.

The present study utilizes a survey questionnaire to explore motives for which students choose to work while attending high school as well as their perceptions about the relationship between employment and education. The research sample consists of 536 students from grades 10, 11, and 12 in one local high school. Findings of the study indicate that students 1) work primarily for discretionary spending money, 2) give higher priority to their part-time jobs than to academic learning, 3) fulfil work obligations better than those of school, and 4) perceive education as valuable to the degree that it helps them secure a good-paying job.

The school-work issue has been identified as one of growing national concern and is of particular importance for educators, home economists, and other professionals dedicated to promoting the well-being of families.

Résumé

Des études récentes ont révélé que les adolescents pourraient bien ne travailler que pour gagner de l'argent et s'acheter ce qu'ils veulent. Nombre d'adultes se demandent si le travail pendant l'année scolaire n'entraîne pas les jeunes dans le cycle «travail-dépenses». L'étude présentée ici a été réalisée à l'aide d'un questionnaire qui portait sur les motifs de la recherche d'un emploi en parallèle des études secondaires ainsi que sur les liens perçus entre le travail et les études. L'enquête visait 536 élèves de dixième, de onzième ou de douzième année à un établissement d'enseignement secondaire. D'après les résultats de l'étude : a) les élèves travaillent surtout pour avoir de l'argent de poche; b) leur emploi à temps partiel passe avant leurs études; c) ils s'acquittent mieux de leurs obligations au travail qu'à l'école; d) ils considèrent qu'il vaut la peine d'étudier dans la mesure où cela leur permettra de trouver un emploi rémunérateur. Cette question de l'emploi en parallèle des études préoccupe de plus en plus à l'échelle nationale et revêt une importance particulière aux yeux des enseignants, des économistes familiales et des autres groupes professionnels qui oeuvrent pour le bien-être des familles.

value of money, and the demands of the real work world (Canadian Youth Foundation, 1987; Greenberger & Steinberg, 1986; Hamilton & Crouter, 1980; Peters, 1987; Stephens, 1979; Vangelisti, 1988). Within this context, work has been viewed as complementing formal education and as developmentally beneficial to students moving through the period of adolescence to responsible adulthood. Based on this assumption, there has been a movement to facilitate greater student participation in the work world (Hamilton, 1987). Research suggests that those who work during high school may, in the long run, experience benefits of lower unemployment after graduation and be in a better position to secure jobs than are their peers who have not worked, but findings that support this hypothesis are currently conflicting and inconclusive (D'Amico, 1983; Steinberg, Greenberger, Garduque, & McAuliffe, 1982). At the same time, very little empirical data exist by which to assess the more immediate costs and benefits of employment for teenagers while attending high school. There are indications, however, that long-term benefits which may accrue from the work experience could be offset by an immediate cost of lowered academic interest and performance (Cobb, 1992; D'Amico, 1984; Greenberger & Steinberg, 1986; Jesse & Marquart, 1992; Steinberg et al., 1982).

Recent literature on the topic of teenagers and work strongly suggests that adolescents now entering the workplace do so primarily to support luxury consumption buying and to attain economic independence (Cobb, 1992; Greenberger & Steinberg, 1986). Findings of a study (The 3SC Monitor Research Program, 1989) conducted under the auspices of Environics Research Group Ltd., which measures social change in Canada and abroad, indicate that young people today seek self-gratification and self-identity. Studies by Cobb (1992) and Jesse and Marquart (1992) strongly suggest that teenagers may be using work to support consumption behaviour which provides for them both a source of satisfaction and a means of defining who they are by the things they are able to purchase. Statistics Canada (1989) reports that the average annual income for working teenagers is $5,429. For adolescents who are rarely responsible for their food bills, rent, or utility costs, this money translates into a significant amount of disposable income for discretionary spending. Data from a recent study (Youth Target, 1991) conducted by Creative Research Ltd. of Toronto show that the average 13- and 14-year-old Canadian spends approximately $25 a week, the 15- to 17-year-old $42 a week, and the older teenager $75 a week on clothing, audio-visual equipment, and sporting goods.

Current literature on the school-work topic indicates that materialism and consumerism are capturing the interest of working teenagers with the result that an increasing number of them are disengaging from academic learning in order to spend more time on and give higher priority to their part-time work than to school (McNeil, 1984; Powell, Farrar & Cohen, 1985; Roberts, 1988). Although more empirical data are needed, studies suggest that this occurrence may be due in large measure to part-time work which provides students with the means to purchase what they want when they want it, while school offers no such immediate rewards (Cobb, 1992; McNeil, 1984; Sedlak, Wheeler, Pullin & Cusick, 1986; Steinberg et al., 1982).

Method

Sample

The data for this research were supplied by 10th, 11th, and 12th grade students in one high school in Halifax, Nova Scotia. The participating school was selected by the Halifax School Board from among four possibles on the basis that it most closely represented the Halifax working student population. After consultation with his staff, the high school principal consented to participation in the study.

The school had a total enrollment of 750 10th, 11th, and 12th grade students at the time of this study. Excluded were 36 students enrolled in the Business Education Program and 27 in the Career Education Program since working part-time is an integral part of their curriculum and this fact would have biased the findings of the study.

On the day the data were collected, the actual research sample consisted of 536 students who participated in the study. This number represents 71.5% of the total student body. Illness, a field trip, and a rotating class scheduling which permits students who have no first hour class to arrive at school later in the day, accounted for most students absent from school at the time this research was conducted. Not having access to these students is a recognized limitation of the study particularly since the principal indicated that a number of these students may be individuals who work late hours at night.

The total sample of 536 students who participated in the study consisted of 298 (56%) males and 233 (44%) females. (The gender of five participants remains unknown as they failed to indicate "male" or "female.") Of this sample, 343 (64%) students indicated that they worked at least part-time. The number of male and female workers by grade was proportionately similar to the total sample although differences were found to exist between grades when compared one to the other. The number of working females in Grade 10 was found to be proportionately higher than in Grade 11 and somewhat higher proportionately than in Grade 12, while the number of working males in Grade 10 was proportionately lower than in Grade 11 and somewhat lower than in Grade 12.

Data Collection and Instrumentation

The study was conducted at the site of the participating high school during a forty-minute period pre-arranged by the principal. All 536 student participants consented to taking part in the study and completed an anonymous self-report questionnaire regarding their family background characteristics, occupations of parents/guardians, employment histories including reasons for choice to work and type(s) of work done, work aspirations, attitudes toward school and work, and perceptions about linkages between school and work. In total, the data collection instrument contained 35 multiple choice items (10 pertaining to demographic data, 12 to education, and 13 to school and work) and 17 written response items. Members of the Provincial School Board, the Halifax District School Board, and the principal of the participating high school contributed to the design of the questionnaire.

In order to ensure that the meanings students attached to words used in the study, such as "self-fulfilment," "responsibility," and "independence," would be properly interpreted, three focus groups comprising students who participated in the survey study were randomly selected by the principal to discuss their understanding of these terms. "Self-fulfilment" was reported by these students to mean having a good-paying job and being able to buy the things one wishes to have. "Responsibility" meant being at work on time and doing the job one is hired to do. "Independence" was interpreted as earning enough money to make one economically free from having to ask parents/guardians for money to buy things one wants to have, and of being free from monitoring and interference by parents/guardians and other adults with respect to choice of personal lifestyle and social activities.

Analysis of Data

The independent variables in this study are grade level and gender. Dependent variables included hours worked per week, contribution of work to learning in school, and effect of work on school grades. Goodman and Kruskal's Gamma, a non-parametric measure of association, was used to determine the level of association between the independent and dependent variables. For each variable, frequencies and percentage distributions were calculated as appropriate.

Results and Discussion

Hours Worked and Wages Earned

Eighty-seven (63%) 10th grade, 90 (52%) 11th grade, and 101 (91%) 12th grade working students answered a question which asked how many hours a week they are employed (Table 1). Although no significant association (gamma = .05) was found to exist between the time worked per week and the student's grade, it is worthy of note that 35% of 10th graders and 53% of 12th graders worked between 10 and 20 hours per week, while 25% of each of these same groups worked twenty-one hours or more a week.

These findings are the reverse of what was anticipated. It was expected that more 10th than 12th graders would be working between 10 and 20 hours a week and that more 12th than 10th graders would be working 21 hours or more a week. While there are no clear explanations for this phenomenon, possible reasons might be that Grade 12 students are spending more time preparing for university entrance examinations, or that they may be engaging in a greater range of social activities and, therefore, cutting back on their working hours.

	Hours Worked				
Grade	Under 10 n (%)	10-20 n (%)	21-30 n (%)	31-40 n (%)	Over 40 n (%)
10	30 (35)	35 (40)	15 (17)	4 (5)	3 (3)
11	22 (24)	40 (44)	22 (24)	4 (4)	2 (2)
12	23 (23)	53 (53)	17 (17)	7 (7)	1 (1)

Table 1: Time worked per week by student according to grade

In this study, 19% of employed 10th grade students earned less than $4 an hour, 48% from $4 -$5 an hour, 14% from $5 - $6 an hour, and 19% over $6 an hour. For 1% of 11th graders, wages were less than $4 an hour, 66% from $4-$5 an hour, 15% from $5 - $6 an hour, and 18% over $6 an hour. With respect to 12th graders, 7% earned less than $4 an hour, 46% earned from $4 - $5 an hour, 33% earned from $5 - $6 an hour, and 14% earned over $6 an hour. The estimated maximum income overall, regardless of gender, is calculated at $39, $56, and $66 per week for students in Grades 10, 11, and 12 respectively. These data lend support to the study by Creative Research Ltd. of Toronto (Youth Target, 1991) which found that the average 13- and 14-year-old Canadian spends approximately $25 a week, the 15- to 17-year-old $42 a week, and the older teenager $75 a week on discretionary items.

	Grade		
	10	11	12
Type of Work	(n=80) %	(n=90) %	(n=94) %
Fast Food	31	27	20
Sales	20	38	43
Delivering Newspapers	13	2	2
Babysitting	9	3	4
Fishing/Fish Plants	6	8	2
Recreational Centres	6	9	10
Other	15	14	18

Table 2: Percentage of student by grade and type of work

When asked to identify the type of work performed, students named a wide variety of jobs. For purposes of analysis, these were grouped into general categories as shown in Table 2. Working students in all three grades identified fast foods and sales as the most common work they performed. A few worked in recreational centres, delivered newspapers, or did babysitting. The remaining number of students engaged in work classified as "other" which included warehouse stocking, construction, postal, militia, and security. Given the kinds of jobs available to teenagers in today's work-a-day world, the fact that the majority of students in all three grades identified fast foods and sales as the kind of work they perform matched expectations of the researcher.

What is somewhat surprising, however, is that only 9% of students in Grade 10 identified their work as that of babysitting. Historically, babysitting has been a source of income for many adolescents in Grades 9 and 10, at least for the past few decades. Therefore, it was expected that a higher percentage of 10th grade students in this study would be involved in this type of work. One explanation for the change could be that students in Grade 10 still do babysit but only occasionally in addition to a more permanent part-time job in the service sector. Another reason might be that in today's society where there are more single and dual-earner households, parents may be relying to a greater extent on professional childcare services.

Motives for Working

Data reveal that study participants worked primarily to earn money for purchasing clothes and other material things, to be independent, and to go out with friends. Money and things money can provide ranked as the single most important reason for which the high school students in this study chose to combine work with school. Sixty per cent of working students in Grade 10, 70% in Grade 11, and 58% in Grade 12 identified money as the most important reason for which they were currently employed. The second most important motive for working was to gain freedom and autonomy by achieving financial independence.

While study participants indicated that saving for university and learning responsibility were also among the reasons for which they work during high school, comparatively, these reasons appeared to be not nearly so important as that of earning money for discretionary spending and for gaining freedom and autonomy. Only 27 (19%) 10th graders, 27 (29%) 11th graders, and 25 (23%) 12th graders indicated that saving for university was their first priority for working during high school. Even fewer students, seven (5%) 10th graders, ten (11%) 11th graders, and seven (6%) 12th graders, stated that learning responsibility was their chief reason for working.

Helping to support their families or working because parents wished them to do so were very infrequent reasons for employment. Five (4%) 10th graders, four (4%) 11th graders, and seven (6%) 12th graders constituted a small group of students who indicated that their families depend on their wages for financial support. Only one student in Grade 10, two in Grade 11, and seven in Grade 12 stated that they work because their parents wish them to do so.

In summary, then, the students in this study who work while attending high school do so chiefly to be able to buy the things they want and to be financially independent of their parents/guardians. These findings corroborate recent literature on the teenage work-school issue which suggests that adolescents today work primarily to support consumption buying and economic independence (Greenberger & Steinberg, 1986).

School and Work Experience

Three hundred and two study participants responded to a question which asked them to choose one out of four statements which most truly describes their feelings of like or dislike regarding the work they currently perform. Data indicate that 22% "like very much," 39% "like," 29% "like somewhat," and 10% "dislike" the work they do. Faced with the prospect of changing jobs if another were offered to them, 30% of this group said that they would continue with the one they have, 14% would change jobs if the pay were the same, 49% would change jobs if the pay were higher, and 6% would take a job they liked better even if the pay were lower.

Two hundred eighty-four students responded to a question which asked about training received for the job they now hold. Only 17% received training before beginning the job, 69% received training on the job, and 14% received no training whatsoever.

Asked whether the working experience adds to the knowledge they learn at school, 82 working students in Grade 10, 87 in Grade 11, and 98 in Grade 12 responded to this question. Seventy-one per cent of the 10th graders, 74% of 11th graders, and 72% of 12th graders perceived work as making no contribution to their learning at school. No association (gamma =.02) was found to exist between grade and students' perceptions that work does not add to the knowledge they learn in school. The fact that no appreciable progression of attitude is noted from grade to grade suggests that students' perception about work not making any contribution to knowledge learned at school may be already set prior to Grade 10.

Considered from the opposite perspective of whether school makes any contribution to their work experience, all respondents said that school does contribute to their work experience, but in a very limited sense. Specifically, data show that working students in all three grades considered the practical subjects of simple mathematics and basic English (reading and writing) to be the "most important" subjects for their current work. Working students in Grade 10 regarded as "least important" the subjects of social studies and history. In Grade 11, chemistry and physics were cited as "least important" subjects. And in Grade 12, physics, chemistry, and general science were regarded as "least important."

Asked to identify two subjects they considered "most important" and two subjects they regarded "least important" for their future work, students in all three grades again named simple mathematics and basic English skills as "most important." Social studies and history were designated "least important" by all three groups. Students in Grades 11 and 12 also identified oceanography and geology as among the least important subjects, and Grade 12 added political science to the list.

As indicated earlier, the majority of working students in this study held jobs in the fast food industry or in sales. Neither type of work requires more than basic reading and math skills and the mastering of simple procedures to fulfil the job requirements. There is little need or incentive for higher level learning. Students' narrow experience in the work-a-day world may be a major reason for which they rated as "least important" subjects not immediately applicable to their own experiential world. The limited requirements of their present work situations may restrict their view of what is actually going to be required of job-holders in the immediate and distant future, for example, the need to possess higher level thinking skills, capacity to use computational and communication symbols, an understanding of world history, cultures, languages, and thought processes (Dole, 1989; Offerman, 1984). Of concern here is the fact that most of these students indicated that they do not intend to stay with their fast food and sales jobs once out of high school. A critical question at this juncture of their lives is how well they will be prepared for jobs beyond entry level positions.

Perceptions about School and Work Performance

In general, student participants in this study acknowledged that they carry out their work responsibilities better than they do their school responsibilities. Forty-seven per cent of 10th grade students thought that they fulfilled work obligations "very well," 51% "moderately well," and 2% "not well at all." In Grades 11 and 12, respectively, 61% and 73% of the students perceived that they fulfilled work obligations "very well." In Grade 11, 36% of the students along with 25% of the students in Grade 12 reported fulfilling work obligations "moderately well." And, finally, while only 2% of 10th graders and 2% of 12th graders stated that they did not fulfil their work obligations very well, none of the working students in Grade 11 perceived themselves as not fulfilling their work obligations very well.

As regards fulfilling school obligations, 20% of 10th and 11th graders, respectively, and 15% of 12th graders reported fulfilling school obligations "very well." A majority of students in both Grades 10 and 11 (60%) and in Grade 12 (67%) indicated that they fulfilled these obligations "moderately well." Twenty-one per cent of 10th graders, 19% of 11th graders, and 18% of 12th graders reported that they did not fulfil their school obligations very well. Despite the high percentage of students in all three grades who reported fulfilling their school obligations only moderately well or not very well, data drawn from their self-reports indicate that more than half of these same students also believed that working while going to school did not adversely affect their grades. Some students, however, did acknowledge that they thought their marks were "much worse" or "a little worse" as a result of working while attending school (see Table 3).

Only a weak association (gamma = .25) was found to exist between grade level and students' perceptions of the effect of work on school grades. It is of interest to note that the percentage of students in Grades 11 (27%) and 12 (32%) who believed that their grades were either "a little worse" or "much worse" since they began working was higher than in Grade 10 (13%). Although the reasons for this are not clear, it could be speculated that the academic demands may be greater for students in the upper grades. Older students, who worked more often and longer hours than those in Grade 10, may experience more keenly the effects of work on their academic achievement. While it is recognized that additional empirical data are needed for conclusive results and that the subjectivity of self-reporting is prone to error, nonetheless these self-reports are important in establishing students' own perceptions about the impact work has on their grades and school performance.

	Grade		
	10	11	12
	(n=86) %	(n=91) %	(n=98) %
Effect			
Much better since working	7	7	2
A little better since working	11	11	8
No effect on grades	69	56	58
A little worse since working	11	19	25
Much worse since working	2	8	7

Table 3: Students' perception of effect of work on school grades

Purposes of Education

Findings of the present research reveal that most study participants valued school to the degree that they perceived it as preparing them to obtain a good-paying job. Both working and non-working study participants were asked to rank order, from "most important" to "least important," a list of nine statements regarding the purpose of education. Results show that 75 (40%) of 187 10th graders, 61 (38%) of 159 Grade 11 students, and 47 (30%) of 152 Grade 12 students who responded to this question believe that education "above all" should obtain for them a good-paying job. Of these same respondents, 40 (22%) of 10th graders, 45 (28%) of 11th graders, and 38 (25%) of 12th graders identified teaching of skills for the workplace as the second most important reason for education.

The third most important purpose of education cited by 33 (19%) of 175 Grade 10 students, 34 (22%) of 159 Grade 11 students, and 32 (21%) of 152 students in Grade 12 is that of teaching them how to think and be responsible for the decisions they make. Teaching world issues, the sciences, and the new technologies were listed among the "least important" purposes of education by students in all three grades.

In keeping with their perceptions of the purposes of education, it is not surprising that the teenagers in this study stressed the importance of learning basic English and basic math skills in school because they perceived this knowledge as immediately applicable to their current and future work situations. They generally perceived as irrelevant subjects such as advanced math, chemistry, physics, world problems, and social issues.

Post-High-School Plans

Ninety-two (66%) of the 139 working students in 10th grade, 89 (96%) of the 93 employed youth in Grade 11, and 73 (66%) of the 111 students in the work force in Grade 12 indicated that they intend to go on for higher education after graduating from high school. Only eight (6%) working teenagers in Grade 10, five (5%) in Grade 11, and two (2%) in Grade 12 expressed plans to join the armed forces after high school graduation. Students in each of the three grades not intending to go on for higher education or join the armed forces stated that they would be entering the labour force full-time after graduating from high school.

Nearly three-fourths of the students in this study not currently employed also expressed intentions of going on for further education after graduation from high school. Like their working counterparts, they said that their purpose for pursuing higher education is primarily that of placing themselves in a better position for achieving their life goal of having money and of being able to buy the things they want. Education is thus perceived by both working and non-working students alike to be a value, not in and of itself, but rather for its utilitarian potential of helping them earn money and gain material things.

Life Work Expectations

Life work expectations were found to parallel closely the motives for which students said they were working at the present time. Two hundred sixty-seven (78%) of the 343 working students in this study indicated that money and self-fulfilment (defined as having a good-paying job and the things they want) are what they "most expect" from their life work; 184 (69%) of this group said that having money and being able to buy things they want is their "greatest expectation"; 55 (21%) stated that self-fulfilment is their primary expectation; and 14 (5%) indicated that freedom is what they most expect from their life work. Only 14 (5%) stated that being able to help other people is their most important life work expectation.

Life Work Preference

Four hundred-thirty (80%) of working and non-working study participants indicated their life work preference. Of this number, 298 (69%) anticipate becoming professionals, 119 (28%) wish to become skilled in a trade, and 13 (3%) desire to dedicate themselves to seasonal work such as fishing, recreation, or tourism. Given the findings of this study with respect to students' motives for working, their perceptions about learning, and their experience of school and work as separate from each other, there is reason to suggest that students expressing a life work preference for becoming a professional may lack an understanding of what the work entails as well as the educational requirements needed to prepare them for such work.

Summary and Conclusions

This study was conducted, using one high school as a representative sample of Halifax teenage students who choose to work while attending school, to gain insight into the issue of students working while attending high school and to explore whether this adversely affects their attitudes toward school and socializes them into a "work-spend" ethic.

Of the 536 students who participated in this study, 343 (64%) were employed at least part-time. The percentage of working students in the population represented by this sample is significantly higher ($z = 10.07, p < .001$) than the 42.5% of working teenagers reported by Statistics Canada (1989). While reasons for this difference are not entirely clear, self-reports by students who participated in this study attest that, for most of them, work is a priority in their lives and holds a place of importance that school does not. This finding is similar to that reported by Sedlak *et al.* (1986) who studied the school-work issue in the United States from the perspective of academic standards and academic performance.

Consistent with data released by Creative Research Ltd. (Youth Target, 1991) and findings reported by Greenberger & Steinberg (1986), who studied high school students in California and found that most of these adolescents worked for money-related reasons, the results of the present research indicate that the majority of employed students worked primarily to earn money, to buy things they want, and to be financially independent of parents/guardians.

Research shows that as adolescents are increasingly attracted by materialism and consumerism, their perceptions about education as well as their life-work expectations shift and change (Canadian Youth Foundation, 1987; Greenberger & Steinberg, 1986; McNeil, 1984; Powell *et al*, 1985; Steinberg *et al.*, 1982). Consistent with this finding, the present study reveals that education remains a value for most teenagers to the degree that it leads to monetary rewards and a comfortable life.

For the majority of working students in this study, work and school exist as two separate worlds. Students perceived very little relationship between their part-time jobs, their work aspirations for the future, and the classes they take in school. Yet they defined the purpose of education to be that of teaching them skills for the workplace so they could secure a good-paying job. Education was thus evaluated in light of its utilitarian end. Students regarded as valuable basic math and English skills, assessed as immediately applicable to their current and future work situations, but they dismissed as irrelevant to present and future employment such subjects as higher math, the sciences, world issues, and the new technologies. These findings parallel those reported by McNeil (1984) who studied the impact of employment on classroom knowledge and found that increased student participation in the workforce lowered their academic expectations.

Data from the present study do appear to support the concern that parents, educators, and professionals who work with families have that employment during the high school years may be adversely affecting students' attitudes toward school and socializing them into a "work-spend" ethic (Rubenstein, 1988). Reason for this concern is further strengthened by Cobb (1992) who found that advertisers and marketers, aware that the teenage market is a lucrative one, specifically target adolescents for consumption of brand-name clothing and luxury articles, and teenagers continue to earn in order to buy.

The findings of the present study accent the need for conducting further research on the school-work topic. The importance of such studies is heightened by the fact that combining the work experience with education is a phenomenon which is here to stay. As Statistics Canada (1989) indicates, more, not fewer, students will continue to enter the workplace during their high school years. This poses an immediate challenge of bridging the gap that students now perceive as existing between work and school. There is a need to find ways of using work as a context for positive experiential and developmental learning for high school students rather than allowing it to remain primarily a source of money for discretionary spending and economic independence. Family life and consumer education classes in the high school setting might be considered as a context where some of the bridging between work and learning could take place. Well-designed curricula, for example, could help students understand the organization of the marketplace and the education needed for work of the future, discover the influential power of advertising, learn saving and investing skills, develop decision-making and management skills, and work out realistic goals with respect to their life-work preferences, plans for higher education, and a viable financial future. ❦

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The Canadian Dietetic Association

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Celebrating the Pleasure of Healthy Eating

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Célébrons le plaisir de manger bon et bien

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Family Principles and Family Policy

The following is a summary of CHEA's action with respect to family policy. It includes (1) "The Family" Resolution adopted by the CHEA Annual General Meeting, July 1994; (2) excerpts from a discussion paper to help shape CHEA family principles, prepared by Sue McGregor, Chair, CHEA Public Policy Committee, and presented at the CHEA Conference in Quebec City, July, 1994; and (3) excerpts from a letter to the Honourable Lloyd Axworthy, Minister of Human Resources Development, on behalf of CHEA's Public Policy Committee.

"The Family" Resolution

WHEREAS 1994 has been declared the International Year of the Family by the United Nations; and WHEREAS the mission and aims of the profession of home economics are dedicated to the family; and WHEREAS home economists' professional practice serves the fundamental needs of families in such areas as nutrition and foods, textiles and clothing, and family studies (human and family development, shelter, family resource and financial management); BE IT RESOLVED THAT the Canadian Home Economics Association endorse the United Nations Definition of the Family as follows:

> The family is referred to as the basic unit of society; it is appreciated for the important socio-economic functions that it performs. In spite of many changes in society that have altered its role and functions it continues to provide the natural framework for the emotional, financial, and material support essential to the growth and development of its members, particularly infants and children, and for the care of other dependents, including the elderly, disabled and infirm. The family remains a vital means of preserving and transmitting cultural values. In the broader sense, it can, and often does, educate, train, motivate and support its individual members, thereby investing in their future growth and acting as a vital resource for development.

BE IT FURTHER RESOLVED THAT the Canadian Home Economics Association use the United Nations Definition of the Family in advocating for or promoting of policies related to family issues with the Canadian public, agencies, businesses, and governments.

Discussion Paper to Shape CHEA Family Principles

The "Discussion Paper to Shape CHEA Family Principles" sets out a summary of the following underlying principles shared by four organizations, Vanier Institute for the Family, the Alberta Family Policy Grid, Family Services Canada, and the International Year of the Family. It includes a grid showing the selective inclusion of those policies by each of the four organizations. Its intent is to guide CHEA in delineating its own guiding family principles such that they complement and strengthen other institutions' yet reflect CHEA's mission as regards families and the profession. Dialogue is encouraged to finalize the set of family principles, especially in light of the impending social security reform; the final set of CHEA family principles will provide collective direction and philosophy for home economists lobbying for this issue and future family issues.

Family Principles

Family Well-Being

The interests of individuals and the larger society are promoted and served best by strong family functioning and stability through strong relationships between/among family members/kinships. Government should recognize and support families as fundamental to the strength and stability of society by supporting caring, procreation, socialization, teaching, guiding, instillation of morals, nurturing, and loving.

Family as an Institution

Family is the principal channel of our caring for one another, the primary source of learning, education, socialization; a major source of emotional sustenance and support; and a significant unit of economic production and consumption. The widest possible protection and assistance should be accorded to families as the basic units of society so that they may assume their responsibilities within the community.

Institution of Marriage versus Family Institution

There is a distinction between the legal institution of marriage and the social organization known as family.

Family Diversity

Families exist in diverse forms, structures, and configurations. The diversity of family structures and patterns of family functioning should be understood and respected as should personal freedom.

Family Roles

Policies and programs should support and supplement the discharge of the functions of the family, promoting their self-reliance rather than substituting for these functions. This support enhances the ability of families to fulfil their essential roles and responsibilities.

Family Support

Policies should seek to support and strengthen families and to decrease the potential for family crisis.

Equality Among Family Members

Policies should foster equality between men and women to bring about the fullest sharing of domestic responsibilities and employment opportunities.

Family Ties/Networks

Kinship networks contribute stability, continuity, connections, and relations; divorce, remarriage, and so on are not merely events but processes that families must deal with.

Policies should recognize the strength and persistence of family ties, even when they are problematic. Government should also recognize the overall impact of government intervention on the entire family.

Family Intergenerational Commitment and Responsibility

Family life is a continuing process, binding generations.

Policies should recognize and support the commitment and responsibility which family members have for one another.

Family Interests

Governments should respect the rights and interests of individuals when their interests are threatened by abuse, violence, or incompatible differences.

Family Partnerships

Family members have legitimate interests in the decisions which are made on their behalf.

Government should treat and recognize families as partners and provide services designed to empower families through their sharing in decision-making. It should recognize the value of partnership within families and with others meaningfully involved in meeting the needs of families.

Family and Work

There should be a balance between family roles and responsibilities and economic/productive roles.

Family Finances

Policies must recognize family financial needs as one of the predominant factors in family well-being; government should invest in preventative programs rather than exclusively remedial programs.

Excerpts from Letter to the Honourable Lloyd Axworthy, Minister, Human Resources Development, November 29, 1994

... I would like to take this opportunity to respond to the recent Discussion paper released by your office, "Improving Social Security in Canada" (1994). The Canadian Council for the International Year of the Family (CCIYF) recently recognized the Canadian Home Economics Association (CHEA) as one of four permanent national voluntary organizations with a specific family or family policy focus. ... Home economics is ... concerned with enabling families to cope with, adapt to, and effect changes ... [in] five basic practical, perennial problems: human and family development and relationships; consumer resource management; housing and shelter; clothing and textiles; and foods and nutrition. We are also concerned with the reciprocal relationship between families and the larger environments (political, economic, social, technological and ecological.) ... From this human ecological perspective, CHEA has been tracking the initiative to reform the social safety net because the results will profoundly ... affect individual and familial well-being (economic, physical, social, and psychological). While economic and physical well-being deal with the day-to-day efficient management and control of activities in the home and workplace, social and psychological well-being are concerned with interpersonal relationships, personality development, and community and societal relations. ... We understand the reform to encompass aspects set out in the following table.

Working	Learning	Income Security
Employment development services (find and keep a job)	Improved access to learning: • EPF arrangements • Student loans • changes to RRSP's	Reforming CAP to enable: • people who cannot work • low income families • disabled or chronically ill individuals • children
From unemployment to employment insurance (UIC reform)	Fair access to learning • Student loans	
Financing UI and employment services	Supporting provincial learning initiatives	
Meeting the needs of working parents		

CHEA is aware that many organizations and interest groups are tendering creative, workable, alternative solutions not only (a) to reducing the national debt and (b) to restructuring the social safety net, but also (c) to confronting dilemmas raised by the proposals presented in the action plan. Their main arguments seem to be:

- to improve and restructure rather than dissect and dismantle (Canadian Council on Social Development; International Year of the Family);
- to reweave the threads of the social safety net rather than shred (The Ecumenical Coalition for Economic Justice);
- to provide security not insecurity (The National Forum on Family Security);
- to value the family as an institution rather than solely business corporations and governments as social institutions (International Year of the Family; Council of Canadians);
- to provide incentives and self reliance rather than disincentives and dependence (National Council of Welfare);
- to strive for well being of future generations as well as current generations (National Anti-poverty Organization);
- to reform the entire social security system rather than separate programs (The National Council of Women in Canada);
- to strive for equality versus inequality (especially for women and children, disabled, natives and chronically ill) (Canadian Advisory Council on the Status of Women);
- to target equitable income distribution versus inequitable, related to low, middle, and high income groups in Canada (National Union of Public and General Employees; Committee on the Status of Women);
- to empower children not inhibit and suppress them (Canadian Council on Children and Youth);

- to respect the inherent link between family and work (The Vanier Institute of the Family);
- to provide access to quality post-secondary education rather than creating financial and social barriers (Canadian Federation of Students);
- to respect the contributions of our elders to the character of Canadian society rather than abandoning them (National Pensioners and Senior Citizens Federation); and, foremost,
- to recognize and account for family diversity and the need to support rather than undermine or replace their significant functions in society (Family Services Canada; Vanier Institute of the Family; International Year of the Family).

The fundamental position is that social programs are not a drag on the system but integral to economic and social progress and success. ... These many organizations are offering compelling and usually well-reasoned alternatives for aspects of the reform. We have chosen not to offer yet more alternatives but instead to advance a position that complements those of the other stakeholders and reflects the mandate of our profession.

CHEA members would like to suggest that you embrace a framework of family principles as you take decisions to reform the employment, learning, and income security infrastructure in Canada. Foremost of these principles is the reality that family structures are diverse yet fulfil fundamental functions. Your document entitled "Background facts: Social Security in Canada" (1994) documented some aspects of the changing family and the changing environment within which it functions. ...

The International Year of the Family (IYF) (1994) was intended to celebrate the family as a pivotal democratic unit in our society. ... One of the guiding principles of IYF is that government policy should recognize the indispens-able role that families fulfil as a social institution and should do this by reducing the dependency on government for basic family functions.

In many of the documents that support your recommendations for change, you cite federal expenditures on social programs and fiscal constraint as a driving rationale for changing the social security system. ... All of the objectives of the reform deal with money (jobs, income support, and spending within means). We remind you that these economic concerns are only one aspect of familial well being; emotional, physical and social concerns merit equal attention. Why must we assume that we can solve societal problems by spending or saving money? There is an incredible community network that can be tapped to enable families to fulfil their societal roles; why not consider ways to strengthen and facilitate this non-monetary means of dealing with familial well-being? We would like to stress that as much weight be placed on human betterment and intrinsic values as ... on pecuniary and monetary values. Consider the long term societal and human costs of the reform of the social safety net as well as the short term fiscal and monetary costs.

The Executive of CHEA has recently adopted a set of guiding family policy principles. These are based on similar principles shared by the Vanier Institute of the Family, Family Services Canada, the International Year of the Family, and Alberta's Family Policy Grid. At first glance, they seem to closely parallel those principles set out by your department to guide the reform process (see following table). We suggest that this apparent correlation is misleading because the value premise shaping the reform seems to be money, debt, and deficits. Home economists, on the other hand, embrace the ideology that families are a fundamental social institution that must be respected and given as much or even more credence than fiscal and monetary objectives. Empower the nation's families, and Canadian society as a whole is empowered. There are types of resources other than money and material goods; even the title of your department reflects the importance of developing human resources. CHEA advocates that this argument and reasoning remain foremost in your mind in the upcoming months.

Families are the most fundamental democratic institution in our society and they need to be championed and supported as they fulfil key and pivotal roles: caring, nurturing, socializing, educating, training, motivating, and maintaining Canada's citizens. This can be facilitated by adherence to a set of fundamental guiding family principles and by a commitment to the family as a social institution. Families are a vital human resource and must remain a central factor in the social reform equation. CHEA members offer any insights, research, analysis, and input that will expedite the incorporation of this perspective into the upcoming reform process.

Respectfully submitted on behalf of the Canadian Home Economics Association by:

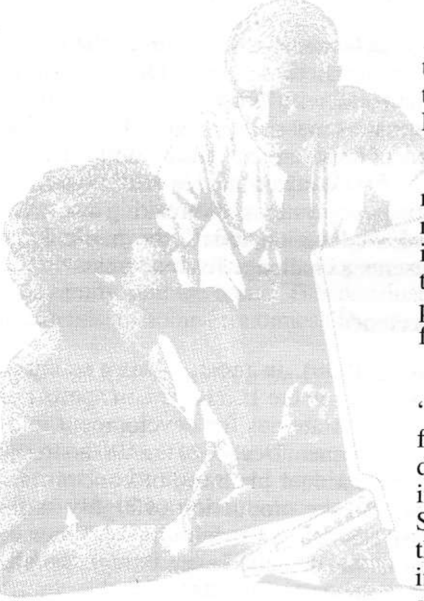
Sue McGregor, Chair
CHEA Public Policy Committee

PRINCIPLES FOR REFORM (P.9 of Summary Paper, 1994)	FAMILY POLICY PRINCIPLES (Recently Adopted by CHEA)
Creating opportunity to change lives for the better	Empowerment of families so that human and societal betterment occurs
Investing in people so they can develop skills (rather than providing money)	recognize that families should be supported as they fulfil key functions and roles rather than do the functions for them
Mutual responsibility (families have to help themselves)	families must have a voice and be partners in policy decisions that impact them
Preventing future problems and costs	families have intergenerational commitments and responsibilities; families are systems interacting with other systems to acquire, manage and restore resources (human and material)
Putting people first rather than putting rules first	government should respect the rights and interests of individuals and families as it develops policies that impact them; promote self reliance rather than dependence
Greater fairness to all regions	Policies should foster equality between family members (children and parents)
Affordable social security system now and in the future so families can help themselves	Policies should recognize family financial needs as a predominant factor; furthermore, there must be a balance between families and work

A Home Economist Speaks Out

What Can Home Economists Learn From A North-South Dialogue?

Jennifer W. Khamasi



Home economists in Africa look upon their colleagues in the North as role models in professional development. The relationship dates back to the colonial period. However, it is during the present post-colonial period that the North-South relationship has become more interactive or "mutual," with the South shaping their home economics programs by emulating those of the North.

Home economics in the North is in a deep reflective state as it analyzes its mission and seeks a solid grounding for the future. As industrial capitalism has reached advanced stages, concern has arisen over the heightened individualism in the North. A similar pattern of economic development has been advocated for the South, and it is being speeded up by the imposition of structural adjustment programs. But individualism is not a progressive ideology for the rural African families.

I invite home economists to a North-South dialogue to explore the question, "What can we learn from each other?" I will discuss the experiences of Africans following the introduction of modern education and a monetary economy; the development of home economics in the North in relation to individualism, as interpreted by Brown (1993) and Thompson (1992); the impact on families in the South and the North; and the possible direction for home economics education in the future. I argue that it is the responsibility of African home economists to indigenize their curricula to suit the needs of the population rather than imperialist interests (Khamasi, 1992; Waudo, 1993).

For the purposes of this paper, "the North" refers to developed countries, particularly Canada, Great Britain, United States, and France, also referred to as "Western." "The South" refers to Africa. I will use the terms "African" and "Africa" as generalizations, in some cases interchangeably with "Kenyan" and "Kenya". I will draw specific examples from Kenya because of my experience as a Kenyan home economics teacher in secondary schools and colleges in Kenya.

African Philosophy

According to Mbiti (1990), in African philosophy in all aspects of life, political, social, spiritual and economic, the individual is conscious of him/herself in terms of "I am because we are, and since we are, therefore I am" (p. 209). Mbiti points out that "the essence of African morality is 'societary' rather than 'spiritual'; it is morality of 'conduct' rather than morality of 'being'" (p. 209). In rural African communities, where extended families are found, the individual is accountable to the community, and as a member, has a continual obligation to that community.

Changes have taken place since the coming of the Europeans to Africa as traders, missionaries, farmers, and, above all, as colonizers. A major factor which speeded up the change process was/is modern Western education and its principal "carrier," Christianity. The colonial administration with the aid of the missionaries laid the foundation of modern education, which worked not to benefit the African but to make him/her accessible or more "user-friendly." This educational approach has had negative effects on the family. For example, if young people

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adopted Christianity, which was inseparable from schooling, they were to forego the tribal rites and instruction (indigenous education). The Africans who conformed to the demands of modern education and Christian worship were rewarded by the colonial administration and the missionaries with higher wages and status in the community. Those who did not conform and drifted back to customary practice were punished (Alberg, 1991). Drifting back was socially costly. People were suspended from churches and forced to drop out of schools, and the employed had their employment terminated. Social customs that regulated and supported the traditional social systems broke down (Alberg, 1991). This schooling produced a wage-earning class in a formerly "classless" society and helped establish a colonial economy. Capitalism entered Africa/Kenya and connected it to the world system of colonial imperialism (Ngugi, 1983).

According to Mbiti (1990), capitalism and individualism are part of a world revolution. In the North, they date back many generations, whereas in Africa their impact is felt within only one generation. Mbiti argues that they invaded Africa without physical or psychological preparation of the African people. He describes the change as follows:

> "detribalization"....traditional life is deeply undermined, so that tribal identity is fading away since other identities are making claims on the individual and the community. In the traditional life the family is the nucleus of both individual and corporate existence... where a person experiences personal consciousness of himself and of other members of society...[T]he family is the most affected part of African life.... But in the final analysis it is the individual who really feels the change, ... [T]hrust into situations where corporate existence has no meaning, ... in the mines, industries, and cities... the individuals are severed, cut off, .. from corporate morality, customs and traditional solidarity.... He is poised between two positions: the traditional solidarity which supplied him land, customs, ethics, rites of passage, customary law, religious participation and a historical depth; and a modern way of life which for him has not acquired any solidarity. (Mbiti, 1990, p. 213, 214)

Mbiti (1990) and Ngugi (1983) attribute the rise of individualism to colonialism and its "products," capitalism, urbanization, and neocolonialism. Waiyaki (1993) argues that there were two colonial policies in Kenya that worked towards detribalization: educational policy(ies) and colonial economic policy. However, this is not well understood, and development, research, and education issues in Africa are portrayed in terms of a conflict between tradition and modernity, between the rural and the urban, and the clash in values consequently engendered by that dichotomy. Ngugi (1983) explains:

> In this schema, the urban (industry, technology, electronics, etc.) is identified with the modernity, the rural (subsistence agriculture, economic backwardness, etc.) with the tradition. But ironically, the same modernity is supposed to evoke images of the fast changes, instability, and human isolation while tradition evokes contrary images of peace, stability, and communal existence. Rampant urbanization and industrialization are seen as destroying a harmony of values embodied in tradition whose repository is the rural community.(p.77)

Ngugi points out that there are two misleading assumptions in the schema. By portraying the "modern industry, science and technology as being in opposition to tradition and people's culture, the destruction of the tradition or aspects of tradition is seen as necessary evil" (Ngugi, 1983, p. 78). He argues that if modern science and technology were organized, owned, and controlled differently, they could economically transform the rural and construct the whole people's culture on a structure of prosperity instead of backwardness.

Ngugi contends that in the second assumption, the rural and the urban are represented as "two self-contained islands, and people from one to the other are actually walking across two unlinked entities, whereas the two are a creation of each other" (p. 78). He asserts that, with the evolution of capitalism into imperialism, the majority of the population were reduced to the duality of rural and urban life; and to understand the cultural problems of the developing countries, this dichotomy and the economic and political dependence reflected in it has to be understood.

Finally, Ngugi points out that the rural/urban dichotomy is only a secondary contradiction. The real issue for him is that the "developing world, with its economic, political, and cultural backwardness, its massive poverty, illiteracy, and disease, is a creation of imperialism in its colonial and neocolonial stages" (p. 79). Waiyaki agrees with Ngugi and affirms that family support systems are breaking down, too. For home economics education today, the neo-colonial stage in Africa presents a challenge for readdress.

The African Experience

According to Sifuna (1990), in most African countries, educational developments in the 1960s were in conformity with the United Nation strategies for development in the South. The "First Development Decade of the 1960s stressed the importance in educational planning of concentrating resources and money in the production of highly skilled manpower" (p. 168). Education for daily living, for example home economics, was devalued even though the need for it arose.

African home economists have learned much from their colleagues in the North, including disciplinary knowledge, professional development, professional practice, and research methods, since most of those who aspire to more than a basic degree come to countries in the North for further studies. What they have failed to recognize is that home economics has inadvertently supported individualism and corporate capitalism (Brown, 1993).

Home Economics and Individualism in the North

Brown (1993) claims that a major negative development in home economics education in North America is the misunderstanding of individualism and empiricism in the historical socio-culture of Western societies. Thompson (1992) refers to this as patriarchal habits of thought which have become natural. She defines patriarchy as "the collective advantage and privilege enjoyed by elite males at the expense of all women and disadvantaged men" (p. 7).

The ideology of individualism developed from early Greek and Judeo-Christian religious tradition and is described as "respect for the integrity and dignity of the human individual who had the capacities for reason and for entering complex social relationships" (Brown, 1993, p. 463). In its original meaning, "the individual also had a moral obligation to contribute to the common good in creating a society that would realize respect for all individuals by meeting their needs and developing their human capacities" (p. 464). This early version fits well with the African philosophy of life to which I referred earlier. With time, different interpretations evolved and failed to emphasize the human capacities of the individual and the dialectical relation between individual freedom and a free society.

Changes in the meaning of the phrase "respect for the individual" were instituted during the time of Hobbe, Locke, and Rousseau. Lockean writings influenced the thinking in the American colonies. Lockean social contract theory emphasized the rights of the individual over social responsibility and moral obligation.

Brown (1993) argues that social contract theory and its adaptation to the social reality of expanding capitalism in America guided the formation of the U. S. constitution. Furthermore, individualist, capitalist ethos informed the government and industry policies in most of the Western world. I believe it was this ethos that guided colonial policies in Africa. Social contract theory's attention to the natural right to property provided a theoretical base for capitalism (Brown, 1993). Respect for individuals meant respect for those with economic power. Thus the social contract theory justified capitalism and "licensed" patriarchy; it disadvantaged, devalued, and oppressed women, households, family, and the home. This devaluation extended, and still extends, to home economics (Thompson, 1992).

Impact of Individualism on Home Economics Education

Brown mentions as one of the home economist's real intentions "to be concerned with the well-being of families and individual members and to provide enlightened service that would help families and family members to achieve well-being" (1993, p. 416). She argues that it is necessary for home economists to understand their real intentions and to conceptualize themselves and their situation in ways that are consistent with those intentions. Otherwise, illusions developed through the influence of historical socio-cultural conditions will continually be mistaken for real intentions. Thompson places the source of misunderstanding outside home economics and argues that it is not self-misunderstanding as Brown states, but rather the misunderstandings by others reflected back on home economics which is the cause of the confusion.

Brown asserts that, because home economists conformed to the historical socio-cultural forces of American society (e.g., individualism), they condoned social isolation of the individual from the family, isolation of the individual from the society, social fragmentation within the profession, and perception of the family as a self-contained unit, and they have strayed from their real intentions. She also claims that home economists have a tendency to accept fragmentation of the family as given. She claims that the evidence of this is seen in the emphasis on self-actualization, where autonomy is confused with independence from social and intellectual ideals, and the role of the family in meeting social obligations is displaced by the role of the family in gratifying individual needs.

Brown argues that while freedom of the individual is dependent on a free society that provides opportunities for all to develop and extend their human capacities, the individual also has an obligation to contribute to and maintain a free society through her participation as a citizen. Lykes (1984), in support of this argument, states that there is no individuality separate from sociality: "individuality develops within and is defined by and in defining of the social" (p.10). This is in agreement with the African philosophy of "I am because we are, and since we are, therefore I am" (Mbiti, 1990).

Brown contends that home economists tend to conceive of the family as a self-contained unit that is neither influenced by nor contributes to the larger society in which the family lives. Conceptualizing the family as a private domain rather than a public domain fails to recognize the contributions of the family to civil and political life and the benefits to the family from participation in the public domain. Brown is opposed to the assumption that an individual family can set its own goals and control its own environment; she views this as an extension of the assumed sovereignty of the individual person.

Both Thompson (1992) and Brown (1993) are in agreement that there are conditions which affect the individual family but over which the family as an individual unit does not have control, for example, drug abuse, pollution, teenage pregnancy, homelessness, health, family stress, gender-role strain, quality of care for infants and children, and unemployment. Both authors call for critical dialogue and are concerned that home economists are not critical of how such conditions influence the family. Both argue that these issues are important for contemporary home economics which views the family as an ecosystem, a life support system for its members. Thompson advocates Hestian feminism and argues that it accommodates the public and private domains and is not gendered. She views this as an approach that will free home economics from "false consciousness" (p. 121), a system of ideas of dominance and submission developed under patriarchy.

Whose Interests Do We Serve?

If home economics attempted to resist the totality of invasion by corporate capitalism and technology, it would be "like living by the river and washing oneself with spittle." However, there are areas of home economics in which aspects of possessive individualism can and should be resisted. There is a need to re-address issues pertaining to the well-being of families and individual citizens, reassess our perception of modern science and technology as educators, and ask the question, "Whose interests are served?" A related question that needs to be addressed in our educational planning and policies is "How do we make home economics appropriate, affordable, accessible, and sustainable?" There is a political battle that home economists have to fight to be included in policy-making commissions and committees.

The educational system and home economics curricula in the South and the North have reinforced capitalism and individualism which is embedded in the cultural capital of the middle and the upper class. Bourdieu's theory maintains that the cultural capital of the lower class (rural people's culture and traditional way of life) is devalued by the school while the cultural capital of the upper class (urban elites) is rewarded (Macleod,1987). The "masses"— rural and urban poor— in Africa, who make up the bulk of the population, need the kind of education that will help them improve their quality of life and assist them in becoming social individualists rather than autonomous individualists as described by Lyke. This kind of education would promote a dialectical relationship between the individual and society and would foster morality of conduct.

What Can We Learn From Our Past?

There is much to learn from the past. Home economics education in the North has evolved over the last century. African home economics history is only about thirty years old. Our experiences of "change" are different but related. For professional home economists in the South, as for those in the North, there is a need to understand the past in order to transform the present. In readdressing the curriculum in order to make it appropriate to the needs of the majority, understanding the past can assist in making curricular choices that will ensure "the well-being of families and individual members, and ... provide enlightened service that would help families and members to achieve well-being" (Brown, 1993, p. 416).

African philosophy of life is communal or "corporate." The ideology of individualism is a threat to the family system and other social functions that have been and are under community responsibility and accountability. For example, in the corporate society, a relative's child would not go to sleep hungry when other relatives had food. A niece or nephew would not lack school fees when an uncle or auntie had money to spare. Teen-age pregnancy was never encouraged but when the baby came, the community would protect the child, feed it, educate it, and in many other ways incorporate it into the wider community (Mbiti, 1990). With individualism, the baby becomes unwanted and this results in two social and moral problems, the unwanted pregnancies and the unwanted babies.

Future Directions

One way home economists in Africa could promote the well-being of the family is to devise ways of promoting traditional family structures, which are support systems especially to families in the rural communities who make up more than 75% of the population. Waudo (1993) suggested promotion of instruction, research, and extension which takes into consideration the psychological, cultural, and economic needs of individuals and families. Waiyaki (1993) in support of this argument advocates a "grassroots framework with an ecological outlook" (p. 139). She contends that women have traditionally owned their information systems and have shared among themselves between generations and among peers. Therefore, the approach taken should not assume that people do not know, but rather should seek collaboration with the women and men to promote the family.

Home economists in Africa, in support of family well-being, have attempted to promote indigenous foods and knowledge about foods but have neglected other knowledge that needs maintaining or learning and adapting to what is relevant for today and the future; for example, issues that govern marriage, divorce, separation, remarriage, rights of children, and rights of women such as property and legal concerns. In response to the rapid change in society, women need legal education as family members, individuals, and citizens. In countries where British common law and African customary law are in operation, and with the increase in conditions that put women as heads of households, women's rights and privileges need to be readdressed. For example, in Kenya one could get married under the African customary law. Customary law does not limit the number of wives a man ought to have and does not protect either women or children against any type of abuse that is likely to occur in polygamous conditions. Neither does British common law (Kenyan version) protect women from being subjected to the above conditions (i.e., a man can marry two wives, one under the British common law and the other under the African customary law). Cases have occurred where women are caught in the confusion between the two laws and which of the two prevails.

Waiyaki (1993) suggests critical reflection by professionals in order to challenge biases and choose appropriate practice methods. Home economics as a professional body needs to be aggressive and devise ways and means of making information available to women. The Hestian ethic of care advocated by Thompson integrated with African philosophy (Mbiti, 1990) could be the motivating factor.

To counteract the overwhelming forces of Northern capitalism, we need continuous focus on our main mission: to educate the family and help raise the quality of life by readdressing health, nutrition, environmental hygiene, maternal and child health, and other issues related to family education for both women and men. Waudo (1993) suggests that we need more collaborative research in order to effectively address critical issues of families and to improve the knowledge base and the resulting practice of home economics. Waiyaki (1993) is in agreement with Waudo but advocates a practice that would involve professionals stepping out of their own reality, seeing from the viewpoint of other people, and providing psychological space to hear the human stories of individuals about themselves and their actions in the environment. Results of studies conducted in Kenya on child and maternal health (in Khamasi, 1992) support the need for collaboration. For example, the pattern of child morbidity is dominated by an interaction of communicable diseases and undernutrition, marked with diarrhoeal illnesses and respiratory infections. Diarrhoea could be caused by intestinal parasites or could be a symptom of an underlying problem such as malaria. Both are environmental conditions that need a corporate or communal response from the individual family and the community. Professionals, families, and the community have to resocialize into the African philosophy of "dynamic ethics" (Mbiti, 1990, p. 209). Dynamic ethics advocates morality of conduct rather than morality of being (i.e. kindness is not a virtue unless someone is kind).

Home economics education should address the behavioural aspect of learning rather than the cognitive level only. The teacher has to be aware of the health status and needs of the community or district the school serves in order to address them adequately. This is one way of indigenizing knowledge and having the classroom become a center for research and practice.

For the South and the North, the curriculum in the schools and colleges is "supposed to be" practical and relevant to the needs of the individual, the community, and the nation in general. Educational adaptation and conscientization are two practical approaches. Educational adaptation is an approach that attempts to serve the needs of the people by adapting to rapidly changing socio-economic and political goals. The conscientization approach advocates power to the people. People have to be reminded that power to improve their health, food, water, and environment depends on their participation and collaboration. Individualism propagated through the curative approach to health/nutrition conditions has proven non-sustainable. It does not address the root causes of the problems. Without the victim's awareness and involvement in eradicating these root causes, any approaches or solutions are short-lived.

Conclusion

This paper is my exploration of the question: What can home economists in the South and the North learn from each other? I have drawn on the writings of Marjorie Brown (1993) and Patricia Thompson (1992) to show that home economics has been strongly influenced by capitalism and individualism. As a result, home economics has lost its direction in relation to community. I have also discussed how the South is still struggling to educate people to help themselves in meeting their basic needs and concluded that individualism is not a progressive ideology. I believe that, in the South and in the North, professionals have an obligation to engage in self-reflection as individuals and in feminist practical dialogue as a group, and should be guided by the elements of African philosophy, such as the morality of conduct, that govern corporate living. Home economists could be a guide in devising ways of refocussing the profession to serve the family rather than the ideology of individualism and imperialist capitalism. That is where I believe home economics education is most needed.❦

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Abstracts of Current Literature

compiled by ***Nancy E. Reddin***

Since 1986, home economics students and graduates have prepared abstracts of current articles in other journals which would be of interest to the readership for the *CHEJ* "Abstracts of Current Literature." The Editorial Committee is finding this system unsatisfactory, mainly because it is very difficult to write a new abstract when the original authors have already produced the best abstract of their work. We have decided to reprint these authors' abstracts with permission of the publishers. We are grateful to the publishers of *Family and Consumer Sciences Research Journal, Canadian Journal of Public Health, Adolescence,* and *Home Economics Research Journal* for granting permission. We thank those who have prepared abstracts for the *Journal* in the past. Readers are invited to submit abstracts or summaries of articles they have found of interest, either from journals where articles do not have abstracts or from those which have not granted us permission to reprint.

Foods and Nutrition/Alimentation et nutrition

Sensory evaluation of oral nutritional supplements: A comparison of patient and dietitian preferences.

Diamond, L. & Soon, E. (1994) *Journal of the Canadian Dietetic Association, 55*, 85-90.

The increase in variety and selection of oral nutritional supplements has made the choice of a formula for hospital use in corroboration with patient preferences very difficult. In this study, lactose-free formulas from five companies were evaluated randomly by 392 appropriate patients and 34 dietitians/dietetic interns at the University of Alberta Hospitals. Product samples were evaluated on the basis of color, texture, flavor, and overall acceptability according to the results of tests using a seven-point hedonic scale. A total of 13 product lines were evaluated, with each patient evaluating only one flavor and dietitians and interns evaluating all 13 flavors. Statistical analysis was performed by PC version of Statistical Analysis Systems, with a significance level of $P< 0.05$. Results showed significant differences between the two groups' ratings of flavor, overall acceptability, and order of preference, with the dietitians/interns rating the products lower than the patients. Further study of acceptable ratings and compounding factors is suggested.

Predisposing factors differentiating adolescent dieters and non-dieters.

Emmons, L. (1994) *Journal of the American Dietetic Association, 94*, 725-728.

Genetic inheritance of weight characteristics and their influence on adolescents' tendency to diet was investigated in this study. A total of 1,269 black and white, male and female students from 10 school systems in the greater Cleveland, Ohio, area, were participants in the investigation. The students completed a self-administered questionnaire and the Eating Disorder Inventory and were classified as "dieters" (or "non-dieters") if they had consciously loss 5 lbs. or more through eating. Dieters more often classified themselves as being overweight, had higher BMIs, and had higher scores for Drive for Thinness and Body Dissatisfaction in all four race-sex groups. Black and white female dieters had higher scores in Ineffectiveness, Perfectionism, and Interoceptive Awareness than non-dieters. As well, white female dieters had higher Bulemia scores, and black female dieters had higher Maturity Fear scores. Socioeconomic class, religion, or birth order were not predictors of tendency to diet in any of the race-sex groups. Weight of either parent was only a factor in black males. In terms of self-esteem, only black males and females showed lower scores. It was suggested that educational approaches support acceptance of more realistic weights and replacement of dieting by an eating pattern and exercise regimen.

Spinal bone loss in postmenopausal women supplemented with calcium and trace minerals.

Strouse, L., Saltman, P., Smith, K.T., Bracker, M., & Andon, M.B. (1994) *Journal of Nutrition, 124*, 1060-1064.

During a two-year period, 59 post-menopausal women completed this study investigating the impact of supplementary calcium alone or in combination with copper, manganese, and zinc on spinal bone loss. Four treatments of combinations of placebo and active calcium and trace minerals were administered, one treatment for each of four groups of volunteers who maintained their normal diets. There was no significant interaction between the calcium and trace minerals. The overall ANOVA for percent change in spinal bone density as well as the main effect for calcium was significant. The main effect for trace minerals, however, was not significant. The placebo group experienced the greatest loss of bone density, and the calcium plus trace minerals treatment was the only one that differed significantly from the placebo. It is suggested that further study investigate the extent of the effect of all three trace minerals as well as the effect of the substitution of insoluble calcium salts on the action of the mineral combination.

Food Consumption and eating behavior of homeless pre-school children.

Taylor, M. L. & Koblinsky, S. G. (1994) *Journal of Nutrition Education, 26*, 20-25.

The food consumption of homeless children in emergency shelters was studied along with their family's participation in food programs, problems in feeding the children, and interest in nutrition education. A total of 73 homeless mothers of children aged three to five years participated in interviews that examined demographics, history of homelessness, food sources, interest in nutrition education, shelter meals, eating behaviour, and improving access to food. A 24-hour recall was also completed for the children and compared with the four food groups and "snack" groups. Diets were adequate only for consumption of meats/meat alternatives, and consumption of low-nutrient-dense foods high in sugar was frequent. There was no significant difference in boys' and girls' food consumption. However, there was a significant difference related to food program participation. Childrens' eating behaviours and dislikes of certain foods accounted for occasional lack of adequate food, and almost all mothers expressed previous exposure to and current interest in nutrition education. It is suggested that dietitians should work with homeless mothers to increase their nutritional knowledge and set up strategies to change their families' dietary patterns.

Designing a consumer friendly nutrition label.

Byrd, B.C. (1994) *Journal of Nutrition Education, 26*, 180-190.

The study looked at potential nutrition label forms in order to evaluate their acceptability to, understanding by, interpretation by, and application to consumers, as well as to contribute to the U.S. Food and Drug Administration's proposed nutrition label format regulations. Consumers at 15 different supermarket locations in northern New Jersey participated in a shopping mall intercept method. Seven label formats were presented displaying the product name, serving size, and servings per container, as well as the 13 mandatory nutrient components. A total of 309 food shoppers, participating in a 15-minute face-to-face interview, examined the food labels in terms of their ability to locate information, interpret information, read caloric information, interpret fat information, and the difficulty of the task. Results showed that the presence of essential information and dietary guidance features enhances the consumer's understanding and appropriate use of food labels. Labels were read and used relatively quickly. However, shoppers had potential to overestimate the caloric value of food and did not incorporate the notion of fat intake control for an entire day when considering the percentage of calories from fat for a single food item. Nutrition labels were noted as an important educational tool when used in combination with continuing educational efforts.

Supplementary listing of articles:

Homocysteine increases as folate decreases in plasma of healthy men during short term dietary folate and methyl group restriction. Jacob, R. A., Wu, M-M., Henning, S., & Swendseid, M.E. (1994). *Journal of Nutrition, 124*, 1072-1080.

Copper decreases ascorbic acid stability in total parenteral nutrition solutions. Burge, J. C., Flancbaum, L., & Holcombe, B. (1994). *Journal of the American Dietetic Association, 94*, 779-781.

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Changes in meat and poultry nutrition labelling regulations: Implications for nutrition educators. Anderson, D.W. & Calingaert, B. (1994). *Journal of Nutrition Education, 26*, 15-19.

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Amino acid composition of human milk is not unique. Davis, T.A., Nguyen, H.V., Garcia-Bravo, R., Fiorotto, M.L., Jackson, E.M., Lewis, D.S., Lee, D.R., & Reeds, P.J. (1994). *Journal of Nutrition, 124*, 1126-1132.

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Family/Consumer Studies
La Famille/Consommation et gestion

Toward the measurement of human values.

Schlater, J.D. & Sontag, M.S. (1994) *Family and Consumer Sciences Research Journal 43*(1), 4-25.

Although knowledge about human values is crucial to understanding human behavior, methods for the study of values are relatively underdeveloped. This article examines selected value theory and research, emphasizing attempts to measure values and their methodological implications. We integrate this examination within a proposed values measurement model, based on a human ecological perspective. In this model, we propose that values investigations may be grouped according to three foci: content, structure, and process. Additionally, we identify three measurement approaches on the basis of subject-object inclusion: subject-only, subject-object reactive, and subject-object interactive. As an outgrowth of our methodological assessment and critique and use of the values measurement model, we propose new frontiers for values research and measurement.

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Family and Consumer Sciences Research Journal.
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Height as a basis for interpersonal attraction.

Hensley, W. E. (1994) *Adolescence, 29*(114), 469-474.

Beginning with the observation of a male-taller basis in date/mate selection, this study investigated a complementary vs. a step function in choosing a dating partner. In addition, the relative advantages or disadvantages of height were examined for both genders in the dating marketplace. Our sample of college students (N = 594) indicated that while we may use a complementary standard in hypothetical date selection, the actual height of a chosen person is more likely to be made on a step function. Second, there appears to be no dating consequences for a female in a height-related sense, but taller males do enjoy a noticeable dating advantage. Finally, there appears to be a "ceiling effect" demonstrated here for the first time; the height advantage for a male seems to diminish when he is taller than six feet. Suggestions are offered which integrate the present findings into past research.

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Adolescence.

Étude de l'importance des obstacles à l'achat de condoms.

Beaulieu, D., Bradet, R., & Godin, G. (1994) *Canadian Journal of Public Health, July-August,* 231-233.

Cette étude avait pour but de connaître les principales barrières auxquelles sont confrontées les personnes qui désirent faire l'achat de condoms et d'identifier si ces barrières sont suffisamment importantes pour modifier l'intention d'achat. Au total, 99 étudiants de secondaire V général et 97 membres d'un centre de conditionnement physique ont participé à l'étude par l'entremise d'un questionnaire. Les obstacles les plus fréquemment rapportés sont la gêne (26%), le fait d'étre vu (21%), le manque d'argent (16%) et les attributs du produit (11%). L'étude montre aussi que 25% des personnes renonceraient à l'achat de condoms lorsque confrontees à l'un des obstacles étudiés. Il demeure donc essentiel de continuer à travailler pour favoriser un accès facile et discret à une bonne variété de condoms.

This study identifies the most important barriers to buying condoms and their effect on the intention to buy condoms. A total of 99 high school students and 97 members of a physical fitness centre agreed to participate and completed a self-administered questionnaire. The most frequently reported barriers are embarrassment (26%), reluctance to be seen (21%), lack of money (16%), and problems of choosing from the available condoms (11%). One-quarter of the subjects indicated they would not buy condoms when confronted with any one of these barriers.

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Canadian Journal of Public Health.

Supplementary listing of articles

Enlightenment for emancipation: A critical theory of self-formation. Morgaine, C.A. (1994) *Family Relations, 43*(3), 325-335.

Women in the middle: A myth in the making? Stull, D.E., Bowman, K., & Smerglia, V. (1994) *Family Relations, 43*(3), 319-324.

Fearing fat: A literature review of family systems understandings and treatments of anorexia and bulimia. Killian, K.D. (1994) *Family Relations, 43*(3), 311-318.

The relative stability of remarriages: A cohort approach using vital statistics. Cuningham Clarke, S. & Foley Wilson, B. (1994) *Family Relations, 43*(3), 305-310.

An evaluation of a newsletter intervention for divorced mothers. Hughes, R., Jr., Clark, C.D., Schaefer-Hernam, P., & Good, E.S. (1994) *Family Relations, 43*(3), 304.

The presentation of abortion and adoption in marriage and family textbooks. Shepherd Stolley, K. & Hall, E.J. (1994) *Family Relations, 43*(3), 267-273.

Factors associated with sexual risk-taking behaviors among adolescents. Luster, T. & Small, S.A. (1994) *Journal of Marriage and the Family, 56*(4), 622-632.

Home-to-work spillover revisited: A study of full-time employed women in dual-earner couples. Barnett, R.C. (1994) *Journal of Marriage and the Family, 56*(4), 647-656.

The effects of divorced mothers' dating behaviors and sexual attitudes on the sexual attitudes and behaviors of their adolescent children. Whitbeck, L.B., Simons, R.L., & Kao, M-Y (1994) *Journal of Marriage and the Family, 56*(4), 615-621.

Adolescents in postdivorce and always-married families: Self-esteem and perceptions of fathers' interest. Clark, J. & Barber, B.L. (1994) *Journal of Marriage and the Family, 56*(4), 608-614.

Harsh corporal punishment versus quality of parental involvement as an explanation of adolescent maladjustment. Simons, R.L., Johnson, C., & Conger, R.D. (1994) *Journal of Marriage and the Family, 56*(4), 591-607.

An international perspective on parenting: Social change and social constructs. Ambert, A. (1994) *Journal of Marriage and the Family, 56*(4), 529-543.

Clothing and Textiles/Textiles et habillement

Blaming the victim: Attributions concerning sexual harassment based on clothing, just-world belief, and sex of subject.

Johnson, K.K.P. & Workman, J. E. (1994) *Home Economics Research Journal, 22*(4), 382-400.

Belief in a just world is associated with an expectation that individuals can determine their own rewards and punishments rather than being at the mercy of external forces (Rotter, 1966). Believers in a just world are likely to view victims as responsible for their fates. An experimental design was used to test the effect of victim clothing, just-world belief, and sex of subject on attributions concerning sexual harassment. A convenience sample of 200 subjects (97 males, 102 females, 1 information missing) was used in a 2 (provocative vs. nonprovocative clothing) x 2 (believers vs. nonbelievers) x 2 (sex of subject) between-subjects factorial design. The subjects read a vignette that described a claim of sexual harassment, viewed a photograph of the victim, and made attributions reflecting blame by responding to four items. Subjects also indicated the likelihood that a male supervisor would engage in each of eight sexually harassing behaviors. Multivariate analyses of variance, analyses of variance, and the Newman-Keuls test were used to analyze the data. Subjects indicated that the victim appearing in provocative clothing, as opposed to the victim in nonprovocative clothing, could have prevented the incident, provoked the advances, and brought about the advances. Female subjects indicated that a male supervisor was more likely to engage in sexually harassing behaviors than did male subjects. Subjects also indicated a female appearing in provocative clothing was more likely to be the recipient of sexually harassing behavior than a female in nonprovocative clothing.

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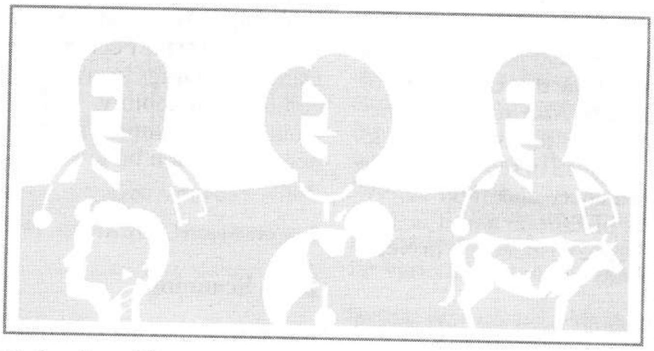

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For more information, contact: Marie-Paule Thorn, Seniors Directorate, Health Canada, Ottawa, ON, K1A 0K9; phone (613) 952-7605; fax (613)957-7627.

Directory of Canadian Apparel and Textile Educational Programs

This Directory is published by the Canadian Apparel Federation and is a compilation of excerpts from educational calendars of Canadian post-secondary institutions that offer apparel-related courses or programs. The Directory is intended as only a general introduction to the programs listed and the Federation urges readers to obtain detailed information by consulting the institutions' calendars. It is available in both English and French except for the sections describing programs and/or services offered in one language only. It is available free of charge.

To order, contact: The Canadian Apparel Federation, 130 Slater Street, Suite 605, Ottawa, ON, K1P 6E2; phone (613)231-3220; fax (613)231-2305.

"The Developing Child" Video Cassette Series

The Developing Child is a 30-module educational video cassette series focussing on all stages of child development. Each of the 30 video programs runs approximately 20 to 30 minutes and concentrates on a specific aspect of child development. A complimentary copy of the 1994 Student Workbook is included with each order. For each video module, the Workbook contains a list of Instructional Objectives, specifying what the student will learn upon the successful completion of the video, along with a Self-Test and Vocabulary. The 1994 Workbook includes information on changing family patterns, learning for the young child, child care issues, child abuse, and cultural differences. All eight units of The *Developing Child* are available for $895.00 (U.S.) or singly for $139.00 (U.S.) plus shipping and handling per unit.

To order, contact: Magna Systems, 3000 Dundee Road, Suite 306, Northbrook, IL, 60062-9434.

"Let's Talk Families"

Let's Talk Families is a quarterly newsletter produced by Family Service Canada, which provides information on current issues concerning families. It is directed to non-governmental organizations, family-service and children's agencies, social planning councils, as well as government departments and individuals concerned with the family. Regular features include an editorial section which discusses current trends in the Canadian family and the social network that surrounds it, and "The Hill" column which examines legislation that affects families. Each issue also includes an index of resources and materials and a calendar of forthcoming conferences across Canada. *Let's Talk Families* is available free of charge.

To order, write: Family Services Canada, 220 Laurier Avenue East, Suite 600, Ottawa, ON, K1P 5Z9, or phone (613)230-9960.

Flaxseed Information

Marion Vaisey-Genser, senior scholar and professor in the Department of Foods and Nutrition at the University of Manitoba, has written *Flaxseed Health, Nutrition and Functionality.* The purpose of this booklet is to provide a background for increasing the use of flaxseed in foods, from the perspectives of nutrition, performance, and food safety. Flaxseed is very popular in parts of Europe and it is suggested that there is an opportunity for expanded use in North and Central American markets.

For information, contact: The Flax Council of Canada, 465-167 Lombard Ave., Winnipeg, MN, R3B 0T6, or phone (204)982-2115.

The 1995 Old Farmer's Almanac

The Old Farmer's Almanac is North America's oldest continuously published periodical. The 1995 version includes articles on science, romance, and cooking, special regional features and weather forecasts for every area of the United States and Canada, as well as information on what collectibles are "hot" for 1995, the healthiest vegetable of all, who spends more time in rest rooms, and many other entertaining and informative bits of information.

To order, write: The Old Farmer's Almanac, Main Street, Box 520, Dublin, NH, USA, 03444, or phone (603)563-8111.

....In Products

Custom Sewing Patterns

Fittingly Sew is a software program designed to produce custom-fit clothing patterns. There are two basic parts to the program. First, the person's measurements are entered to produce slopers, the industry term for a fitting shell which is sewn up to see how the pattern fits. The second step is to make the necessary adjustments and print out a customized pattern. There are other software packages on the market that create patterns, but the creator of *Fittingly Sew,* Anne Bartley, owner of Ottawa-based Bartley Software Inc., points out that her program allows the user to make necessary adjustments on the computer before printing out the final pattern, while, with the other software packages, adjustments can be made to the pattern only after it is printed out. This saves time because each custom-designed and fitted pattern can be kept on file for easy access. This software package is being sold through direct mail advertisements in trade publications for $189.00.

Source: The Ottawa Citizen, Tuesday May 10, 1994.

Ecologically-Sound Garments

Consumers are demanding that manufacturers be environmentally conscious. Increasingly, the fashion industry is attempting to satisfy these demands by choosing natural materials and producing garments in an environmentally-friendly way. Products range from fully biodegradable socks, buttons produced from recycled scrap materials, fabrics finished without the use of chemicals, and belts made from recycled inner tubes. Eco-conscious consumers are also rediscovering hemp, an old fiber which is often thought of as a fabric for ropes rather than fashion garments. With its soft hand and super-durability it is a natural choice for casual clothing. Hemp production was outlawed after the second World War as hemp fiber comes from the infamous marijuana plant. However, a small farm in Ontario has received a license from the Federal Department of Health's Bureau of Dangerous Drugs to grow four hectares of the crop to test its commercial viability. With a bill before Parliament which would allow commercial cultivation again, it is possible that hemp may soon be grown in Canada for clothing applications.

Source: Apparel, July/August, 1994.

Body Scanning

Modern clothes are designed to fit mannequins, not imperfectly proportioned humans. Now a research consortium, Textile/Clothing Technology Corporation (TC), based near Raleigh, N.C., has come up with a device called a body scanner that will allow people to buy clothes that fit precisely. With this device, a customer would enter a store, slip into a bodysuit and be measured three-dimensionally from head to toe. Then the customer could select a shirt, pants, or a dress from the racks or from digitized images of clothing on a television screen. Using the body scan as an electronic paper doll, shoppers could superimpose garments onto their bodies to see how they look. The customer could electronically zap the scan and send the order to the manufacturer, which would create a custom-cut garment. The scan could be stored and used for future purchases. TC hopes to demonstrate the scanner by the end of this year, but widespread usage is probably a few years away, due, for the most part, to the technical logistics of linking scanners, manufacturers, retailers, and designers, but also due to its large price tag of $20,000.

Source: Globe and Mail, Thursday September 22, 1994.

....In Ideas

Using Humour to Promote Your Nutrition Messages

An evolving trend in food marketing is to package a sales pitch in humour. Dr. Kristen McNutt, President of Consumer Choices, Inc. and Editor of *Consumer Magazines Digest,* suggests that health professionals might benefit from a similar approach. Most people today feel they are overworked, underpaid, and stressed out. The last thing that they want is someone telling them that they have to change their eating behaviours because they are at increased risk of developing a serious chronic disease. The effective use of humour can help people to lighten up and thus be more receptive to health promotion messages.

Source: Nutrition Today, May/June, 1994, pp. 36-39.

Automation Hits the Food Store

A new concept in automation is being tested in a small, limited-selection grocery store in Vancouver. At Smart! Market, automation starts as shoppers' entrance time is electronically recorded at turnstiles. The collected and analyzed time data will be used to anticipate and prepare for checkout rushes. Other features include: computer-controlled electronic shelf labels; shoppers scanning their own purchases while the computer gives voice instructions and tallies the bill; a computer-printed itemized food bill with a column of figures comparing cost of the same items at a nearby competitor's store; and automatic re-ordering by computer for overnight delivery and restocking. Consultants agree that the biggest gamble with this concept is not the technology but the limited variety of food— 4,000 items compared to an average supermarket's 25,000 items. If the first test of Smart! Market proves a success, the concept will be franchised to independent operators.

Source: *Distribution News and Views*, Agriculture and Agri-Food Canada Bimonthly Report, August, 1994.

...In Trends

Well Educated and Poor

A good education is providing less and less protection against poverty according to a report released on September 22, 1994, by the Canadian Council on Social Development entitled *Fact Book on Poverty*. It states that the proportion of those with a postsecondary education among the poor has doubled in the last decade. These findings "help to debunk the idea that the problem with unemployment and poverty is people not having the appropriate skills, training, and education," says one of the authors of this study.

Source: *Globe and Mail,* Thursday September 22, 1994.

Smoking in Canada

The *Survey on Smoking in Canada,* undertaken for Health Canada by Statistics Canada in April/May, 1994, was released on August 18, 1994. The survey is part of the Tobacco Demand Reduction Strategy, a major component of the federal government's anti-tobacco smuggling initiative announced last February. This report is the first of four cycles of a longitudinal survey being conducted this fiscal year to track smoking prevalence (the proportion of persons who smoke) and the amount smoked. Approximately 15,800 Canadians aged 15 and over were interviewed during April and May, 1994.

Results indicate that:

- 31 percent of Canadians smoke, unchanged from 1991
- a slightly higher percentage of men than women smoke – 32 percent versus 29 percent of women. In 1991, 32 per cent of men were current smokers compared to 30 percent of women.
- also unchanged from 1991 is the average number of cigarettes smoked by daily smokers, 19 per day
- on a more encouraging note, results indicated that 22 per cent of Canada's 6.6 million smokers are now smoking less than they did in January 1994, and only nine percent are smoking more. In the 15- to 19-age group, 30 percent say they are smoking less than in January 1994 while 20 percent report that they are smoking more
- almost 5.9 million Canadians (27 per cent) are now "former smokers." Another 4.9 million (23 per cent) currently smoke but have quit for at least one week at some point. Current smokers who have never attempted to quit are a relatively small minority — 1.6 million persons or eight percent of the population aged 15 and over.

Source: Health Canada News Release, August 18, 1994.

Consumers Turn to Bagels

In 1993, fresh bagels made the list of fastest growing product categories, according to an Information Resources Inc. report. Low in fat and cholesterol (on average, the nutritional content for a 2.5 ounce plain bagel: 1 gram fat; 0 milligrams cholesterol; 190 calories), bagels are a natural choice for people watching their weight or trying to reduce fat intake. Consumers are also becoming more selective when it comes to the variety, quality, and freshness of the bread they purchase. While plain bagels offer consumer a "standard" favourite, cinnamon-raisin, blueberry, jalapeno, and pesto-flavoured bagels are becoming increasingly popular varieties in today's marketplace.

Source: *Bakers Journal*, March 1994.

Leaner Beef

The Canadian Council of Grocery Distributors and the Canadian Meat Council have agreed to implement, beginning in October 1994, standardized specifications for beef sold in grocery stores. Trim levels will be standardized to one-quarter inch, down from one-half inch, meaning more waste material will be discarded at the processing plant and not shipped and sold to retailers or consumers.

Source: *Canadian Grocer*, October, 1994.

No Breakfast

Fifty-three percent of Canadians skip breakfast, a survey of 6,630 people conducted by Kellogg Canada Inc. says. Results indicated that of the 3,116 respondents who had eaten breakfast, 33% had cereal and milk, 26% had toast or a bagel, 9% had eggs and only 8% ate what is considered a balanced breakfast (one including foods from all four food groups). Most consumers who did not eat breakfast cited "No Time" as the reason.

Source: *Canadian Grocer*, October, 1994.

Tracking Nutrition Trends

The National Institute of Nutrition released the results of its Tracking Nutrition Trends (TNT) study in September, 1994. Results indicate that Canadians' awareness of nutrition is at an all-time high. Most (87%) consider it important in choosing the food they eat, and recognize the benefits of a lower fat, higher fiber diet. People reported that they are eating more vegetables and fruit, following Canada's Food Guide, and using lower fat products. As well, many more people are planning to make further changes to their diets than five years ago. Nutrition labels are being used as a source of nutrition information and a tool for food selection. However, some misconceptions remain. More than two-thirds do not recognize that the amount of cholesterol in food is not the major factor that affects blood cholesterol. In addition, despite a high level of concern about fat, half are not aware that margarine contains the same amount of fat as butter.

Source: *National Institute of Nutrition Rapport*, Fall, 1994.

Book Reviews

compiled by ***Sheri McBride***

ReImagining Women: Representations of Women in Culture by Shirley Neuman and Glennis Stephenson (ed.). (1993). Toronto: University of Toronto Press, 334 pages. $19.95 (softcover). ISBN 0-8020-6825-1.

Are you up to a good academic literary challenge? Are you passionate, interested, or actively curious about the who and what of feminist thinking? If the answer is "yes" to any of the above, you should read *ReImagining Women*, a collection of eighteen articles written by academic leaders in contemporary feminist critical theory and thinking. Two-thirds of the writers are Canadian, the remaining are British, Australian, and American. Most are English or Fine Arts majors and all use a feminist critical analysis. The arguments presented in these papers contain an excellent review of feminist literature, history, and theory. They are indicative of the depth to which contemporary critical feminist theory has developed.

ReImagining Women is a critical feminist analysis of the image of women as represented in art and literature. Three roles of women are examined: women as the subject of art and literature; women as the creator of art and literature; and women as viewers of this same art and literature. The reader does not have to be a student of Women's Studies to understand the main arguments, although a background in feminist history and analysis would increase comprehension of detail. Armed with a good feminist dictionary, the general interest reader cannot fail to broaden his/her understanding of feminism.

The book is divided into three parts: introduction, articles, and author background. The introduction, by editor Shirley Neuman, carefully details the purpose of the book, its organization, and the content of each article. The collection of essays is divided into four sections. The first explores the visual and literary images of women from various historical periods and cultures. Two genres are studied, that of woman as subject of the art and that of woman as the active interpreter of the work. Section Two examines social and cultural conditions that influenced the artist in the production of the work and that also influenced the image seen in that work by the viewer. Section Three looks at women and language. The authors challenge women to be proactive and deconstruct past images and construct a new utopian image of women in society — to see "the women we have not yet been" (p.4). Section Four presents an analysis of the influence of post-colonialism on women both as objects and creators of art and literature. These final articles examine issues of racism, Eurocentrism, and class in the context of the influence they have had on the work of post-colonial artists, literary writers, and viewers.

Indicative in the book's message is the need for further examination of the why and how women have been imaged in the past and present. Understanding the issues of historical and contemporary misogynist imagery of women may empower the reader to be proactive by working to change the imagery and the social and cultural factors that allowed her to accept that imagery.

Reviewed by:

Nancy Laurie, BHSc, BA
Toronto, Ontario

Women's Work: The First 20,000 Years by Elizabeth Wayland Barber. (1994). New York: W.W. Norton & Company, Ltd. 334 pages. $28.99 (hardcover). ISBN 0-393-03506-0.

To say that Elizabeth Wayland Barber traces women's lives, work, and values within the first 20,000 years of western society by looking at their relationship with textile development is too limiting a synopsis of her latest book, *Women's Work: The First 20,000 Years.* Using an interdisciplinary approach borrowed from her own fields of archaeology and linguistics, together with history and mythology, Barber describes aspects of the day-to-day existence of early women. The author, who has a PhD from Yale, has written a scholarly text, making it suitable as an academic reference. At the same time, Barber's easy writing style makes the book accessible for a wide range of readers, from high school students to self-avowed history buffs. Her book is informative and thought-provoking. The numerous etymological references are fascinating and demonstrate how enriching interdisciplinary studies can be. Take for example the term "robe." Barber points out that it derives from the verb "to rob," originating from the custom of taking textiles and garments as booty during raids and other warfare.

Barber has a comprehensive grasp of the social and economic facets of early European cultures, making skilful connections between clothing components from different times and regions. The discussion of the relationship between the string skirt and female sexuality outlined in Chapter 2 is a good example of this.

However intriguing the book, it is not without flaws. In *Women's Work*, Barber presents her information in a very firm manner, giving the reader the impression that what she says is unquestionably accurate. For the most part, her treatise appears valid as it is supported by other documentation. At other times, I question Barber's suppositions. For instance, she provides some of the most interesting details on Minoan women that I have read, but her theory that the ancient Greek statue of Aphrodite (the famous Venus de

Milo now located in the Louvre) once held a distaff and spindle as symbols for the creation of new life in Greece is not sufficiently substantiated to present as a certainty (see p. 237).

Women's Work is illustrated with black-and-white line drawings copied from existing artwork. The illustrations are clear and well chosen. An index is included in the book. Barber's reference sources are extensive and lean heavily towards archaeology.

Disappointingly, she makes no reference to existing costume history literature. In particular, the interrelationship of textiles, women, and society has been explored extensively in *Cloth and Human Experience* (1989, Smithsonian Press). In that text, Jane Schneider and Linda Stone-Ferrier have written in depth on this subject, focussing on the early modern period (17th-19th century) in Europe. Despite their differing approaches, when read back-to-back Schneider & Stone-Ferrier's and Barber's works provide some intriguing information reinforcing the significance of women's work.

Reviewed by:

Cecile Clayton-Gouthro, BFA, MSc, PhD
Assistant Professor, Clothing & Textiles
University of Manitoba
Winnipeg, Manitoba

Improving your Classroom Teaching by Maryellen Weimer. (1993). Newbury Park, Calif.: Sage Publications, 127 pages. $16.95 (softcover). ISBN 0-8039-4975-8 (hardcover), 0-8039-4976-6(softcover).

For beginning university faculty members or even for more seasoned scholars, *Improving your Classroom Teaching* might provide that needed spark to evaluate one's teaching skills. In these easy-to-read pages, Weimer provides "ingredients for effective instruction" in college and university settings. I read the book during the summer months and it helped sharpen my thoughts as I was about to write this year's syllabi.

Weimer frames her book around research-identified skills of effective teachers. Chapters cover how to convey enthusiasm, strategies for preparation and organization, techniques for stimulating student thought and interest, how to explain clearly, how best to demonstrate and develop knowledge and love of content, and techniques for assessing student learning and teaching effectiveness. She provides examples throughout and includes bibliographical references. While I have to admit an aversion to talk that reduces teaching to a set of "skills," much of what Weimer says makes sense. Effective teaching does require "commitment and hard work" and there are techniques and strategies that can help with the organization of everyday life in the classroom. And, although I suspect that much of what she suggests will not be new to most home economists, it doesn't hurt to be reminded of the teaching strategies available. Weimer recognizes that it is easy to fall into a teaching routine that is comfortable for the instructor yet neglects students' varied learning styles and interests; one that focusses on content at the expense of learning and teaching. Without creating feelings of guilt, she challenges us to consider our teaching practices in light of student outcomes.

Weimer's "quick-read," however, is also the book's downfall. Weimer covers many complex topics superficially and, apart from a paragraph devoted to the issue of research versus teaching, she ignores the politics of universities and of classroom life itself. Teaching does not exist in a vacuum. Much feminist work, in particular, has revealed the silences of university life — conditions of work and power relations in classrooms that regulate and contain the development of courses, programs, practices, and pedagogies. Wiemer presents some helpful hints — if only teaching were that simple!

Reviewed by:

Linda Eyre, BA, MAHEd, PhD, PHEc
Associate Professor, Faculty of Education
University of New Brunswick
Fredericton, N.B.

Women and the Environment by Annabel Rodda. (1991). London and New Jersey: Zed Books Ltd., 180 pages. $15.95 (softcover). ISBN 0-86232-985-X.

The deterioration of the world's environment is of growing concern. For women throughout the world, the state of the world's environment has special significance. In developing countries, women's relationship with the environment is vital to their existence as it supplies water, fuel, food, and other basic needs. These women not only directly experience the impact of environmental degradation but they also play a key role in environmental management. Despite this, women's voices are often absent in national processes of priority setting and decision-making, creating marginalization and powerlessness. While women are often seen as innocent victims due to the many constraints they face, they are overcoming limitations and are playing an important role as agents of change in environmental issues.

In writing *Women and the Environment*, Rodda's objective was to produce a resource of information about women, development, and the environment. The reader is first presented with a detailed introductory chapter, followed by essential background information about environmental issues. These two chapters successfully set the stage for Chapter 3, which points out the importance of women in the environment as consumers, producers, and managers. Chapter 4 details the impact environmental degradation has on women's lives. Examples of women's efforts toward improving and conserving the environment are addressed in Chapters 5 and 6. A glossary of environmental terms, a guide to education and action, a list of relevant organizations, and a bibliography for study in greater depth are also included.

The information presented is well-organized and easy to read and understand. To further guide the reader, headings for each topic are provided, and pictures, illustrations, and tables are successfully utilized in the text. Rodda has brought together material from many sources and experts. The thorough approach combined with an easy-to-read format are the main strengths of *Women and the Environment*. This book is suitable for women's study groups, high school family studies classes, and for all those who desire to further their understanding of this topic.

Reviewed by:

Ruby Wilson, BHEc, Cert. Ed, PHEc
Regina, Saskatchewan

Foods & Nutrition Encyclopedia (2nd ed.) by Audrey Ensminger, M.E. Ensminger, James Konlande, & John Robson. (1994). Boca Raton, Fla: CRC Press, Inc., 2415 pages. $419.00. ISBN 0-8493-8980-1.

The *Foods & Nutrition Encyclopedia*, 2nd Edition, is a valuable reference book for anyone needing quick access to information on a vast array of topics related to foods and nutrition. It has been updated and expanded to include several new topics, such as the latest requirements and allowances of each nutrient recommended by the U.S. Committee on Dietary Allowances and the National Research Council's Food and Nutrition Board. The latest dietary guidelines, which reflect the need to reduce the consumption of fat, cholesterol, sodium, and alcohol, also have been included. Information regarding the new food labelling legislation in the United States is provided, as well as tips on how to reduce the risk of dying of heart disease, stroke, and cancer. It also provides an extensive table of food composition and includes the USDA's new Food Guide Pyramid.

Although somewhat intimidating to look at (it comes as a two-volume set), this new edition is written in clear, simple language and is very well organized. The topics, arranged alphabetically, are cross-referenced to related topics. An outline at the beginning of each major article gives the reader an overall view of the topic and allows the reader to pick out a section of particular interest. For example, under "Bacteria in Food," the Contents list includes: Bacteria may be helpful or harmful; Bacterial control methods; and Prevention of bacterial infection and food poisoning. There are also many tables, illustrations, and pictures throughout the text which add to the visual appeal of the books.

The authors note in their introduction that the *Foods & Nutrition Encyclopedia* is suitable for any and all consumers—those seeking good health, health care professionals, teachers, food producers, and food manufacturers. Although I would question the suitability of this resource for the lay person, I would recommend it as an excellent source of foods and nutrition information to anyone working in the field. Unfortunately, it does not contain any of the latest Canadian nutritional guidelines or Canada's Guidelines to Healthy Eating which would make it a more valuable resource for Canadian readers.

Reviewed by:

Debbie MacLellan, BSc, MSc
Department of Home Economics
University of Prince Edward Island
Charlottetown, P.E.I.

Extension Education Handbook: Processes and Practices (2nd ed.) by Don Blackburn (ed.). (1993). Toronto: Thompson Educational Publishing, Inc., 280 pages. $24.95 (softcover). ISBN 1-55077-052-7.

Like Extension itself, this handbook is about translating research into practice. It begins with a look at the historical development of and current changes in Extension and continues with nine concise chapters considering theories of adult learning and motivation, pre-adult development, diffusion and adoption of change, marketing, program planning, knowledge systems, and community action and leadership. It concludes with six chapters on Extension practice: effective teaching techniques, communications media, Extension technologies, personal contacts, program evaluation, management and supervision, and professionalism.

The contributors are thirty Extension practitioners and academics from Canada, the United States, and the Netherlands. Reference is also made to research and practice in other countries, developing as well as developed. Although the majority of the examples are taken from traditional agricultural Extension work, there are numerous references to other fields, such as health promotion and community development, which have much in common with Extension. If a third edition of this handbook were printed in the first decade of the 21st century, it would probably show a broader picture of Extension, but much of the content would be the same because of its essential validity.

The book is well-planned in its structure and flows smoothly from theory to practice, yet each chapter can easily be read independently of the others, as needed. For experienced practitioners, some of the information will be review and reinforcement; for the neophyte, the practical tips will bolster confidence and make life easier (I wish I had had this book when I started my career twenty-some years ago!). The text is clearly set up with easily-followed section headings and clear illustrations, although there are some editing lapses, for example, spelling errors and lists where some but not all of the items are italicized. A subject and a name index are provided but unfortunately have many omissions. For example, there is only one listing for "home economics" but this term was used at least five times in the first twenty pages. As a second example, an article by Darkenwald and Merriam is cited on p. 21, but only Merriam is listed in the name index. An effort is made to use inclusive and non-judgmental language, but, as might be expected in a work with so many authors, there is the occasional slip. One jarring example occurs when the authors of the chapter on personal contacts emphasize the importance of minimizing criticism and then later on the same page suggest that impressions about the client's property ("Is the mailbox rusted? Is junk piled along fences...?", p. 173) provide useful insight to the client. It would have been more useful to observe that one person's junk is another person's treasure!

Those who already have a copy of the first edition of the *Extension Handbook* will find the second edition to be a useful supplement because five of the chapters are new additions and the other chapters have been revised. As well, there is occasional allusion to information which is in the first but not the second edition. Everyone who teaches Adult Education or who practices in traditional Extension and related fields will find this to be a valuable reference.

Reviewed by:

Nancy Reddin, BSc, PDt
Consulting Home Economist
Mt. Albion, P.E.I.

OTHER BOOKS RECEIVED:

A World of Communities: Participatory Research Perspectives by James Friederes, ed. (1992). North York: Captus University Publications, 203 pages. $22.00 (softcover). ISBN 0-921801-89-0.

Patient Focused Healing: Integrating Caring and Curing in Health Care by Nancy Moore and Henrietta Komras. (1993). San Francisco: Jossey-Bass Publishers, 298 pages. $45.95 (hardcover). ISBN 1-55542-584-4.

Education for Motherhood: Advice for Mothers in Twentieth-Century Canada by Katherine Arnup. (1994). Toronto: University of Toronto Press, 252 pages. $18.95 (softcover). ISBN 0-8020-7361-1.

How to Conduct Surveys: A Step by Step Guide by Arlene Fink and Jacqueline Kosecoff. (1985). Newbury Park, Calif.: Sage Publications, 119 pages. $22.95 (softcover). ISBN 0-8039-2456-9.

Mark your calendar for these upcoming Conferences, Seminars, Workshops, and other events

February 24-26, 1995
(Calgary) *Beijing Alberta: A Women's Conference*

Contact: Lisa Jensen, Alberta Council for Global Justice (403) 269-4744; or Pam Krause, National Action Committee (403)264-5655; or Wendy Duffy, YWCA of Calgary (403)263-1550.

February 28-March 3
(Toronto) UNESCO International Symposium on Women and the Media : *Women and the Media: Access to Expression and Decision-making*

Contact : Gisele G. Trubey, The Canadian Commission for UNESCO, 350 Albert St. Box 1047, Ottawa, ON K1P 5V8; Tel. (613)566-4406, Fax 613-566-4405.

March 3-5
(Toronto) Canadian Symposium II.: Issues and Directions for Home Economics/Family Studies Education Deadline for registration: January 12.

Contact: Dr. Annabelle Slocum, Faculty of Education, University of Western Ontario, 1137 Western Road, London, ON N6G 1G7; Tel.(519) 661-2085, Fax 519-661-3833.

March 6-8
(Toronto) International 2-day pre-Beijing Conference: *Women's Rights are Human Rights: Focus on Youth*

Contact: Nancy Mandell, York University Centre for Feminist Studies, 4700 Keele St. North York, ON M3J 1P3; Tel. (416) 736-5915 Fax 416- 736-5416.

March 6-12
(Copenhagen) *World Summit for Social Development*

Contact, in Canada, Patsy George, 1478 Kamloops Street, Vancouver, BC V5K 3V9.

March 13 - April 4
(New York) *NGO Consultation for Beijing; Workshops; PrepCom #2: Commission on the Status of Women*

Contact: CBFC Secretariat, 151 Slater St., Suite 408, Ottawa, K1P 5H3; Tel. (613)563-2550; Fax (613)563-8658; TDD (613)563-1921.

April 10-13
(Stellenbosch, South Africa) Home Economics Association of Southern Africa 3rd National Congress: *Home Economics: Reconstruction and Development*

Contact: HEASA Congress Committee, Dept. of Home Economics, Private Bag X5018, Stellenbosch 7599, South Africa.

April 20-25
(Vancouver, B.C.) *6th International Congress on Adolescent Health,* Youth for Youth Health, and Society for Adolescent Medicine Conference Programs: Youth Health Assembly

Contact: Venue West Conference Services Ltd., 645- 375 Water St., Vancouver, BC V6B 5C6; Tel. (604)681-5226, Fax 604-681-2503.

April 24-28
(New York, N.Y.) *Environmental Issues & Imperatives for the 21st Century:* An International Interdisciplinary Conference

Contact: Prof. Patricia Thompson, c/o Office of the Provost, Lehman College, CUNY, Bronx, N.Y. 10468, U.S.A.

April 26-28
(New Paltz, New York) 1995 New York State Dietetic Association Annual Meeting: *Bridge to Wellness*

Contact: Gretchen Scalpi at (914) 431-8898.

May 12-14
(St. John's, Nfld.) *Redefining Family Law: The Challenge of Diversity*

Contact: National Association of Women and the Law (Newfoundland Caucus), 155 Water St., Suite 401, St. John's, NF A1C 2T1 (709)579-2595.

May 24-26
(Mississauga, Ont.) *Ontario Community Support Association '95 Conference*

Contact: Shannon Chartrand (416) 256-3010 or 1-800-267-6272/

June 3-5
(Université de Québec à Montreal) Canadian Association for Research in Home Economics/Association canadienne pour la recherche en économie familiale at the Learned Societies Conference/ à la Congrès des sociétés savantes: *Workers/Travailleurs*

Contact: Gail West, Tel. (418) 656-3755, Fax (418)656-5518.

June 4-7
(Charlottetown) Canadian Dietetic Association Conference '95: *Opportunities for Growth: Linked with the Future.*

Contact: Carolyn Villard or Debbie MacLellan, Dept of Home Economics, University of Prince Edward Island, Charlottetown, P.E.I. C1A 4P3; Tel. (902) 566-0521.

July 8-11
(Edmonton) CHEA Conference 1995: *Beyond Tradition: An Evolving Profession*

See back cover - this issue.

July 15-19
(Hyatt Regency Crystal City, Washington, D.C.) Society for Nutrition Education 1995 Annual Meeting: *Learning, Leading, and Leveraging: Mastering Our Future*

Contact: Faye Labatt, Meeting Coordinator, Society for Nutrition Education, 2001 Killebrew Drive, Suite 340, Minneapolis, MN 55425- 1882, Tel. 1-800-235-6690, Fax 612-854-7869.

September 4-15
(Beijing) Fourth UN World Conference on Women: *Action for Equality, Development and Peace.*

August 30- September 8
(Beijing) *NGO Forum on Women*, parallel conference open to all

Contact: CBFC Secretariat, 151 Slater St., Suite 408, Ottawa, K1P 5H3; Tel. (613)563-2550; Fax (613)563-8658; TDD (613)563-1921; or NGO Forum, 211 E. 43rd Street, Suite 1500, New York, NY 10017, USA, for registration information. Registration deadline, 30 April 1995.

September 6
Worldwide Day of Women's Actions

Contact: Toronto Women for a Just and Healthy Planet: Dorothy Goldin Rosenberg (416)960-4944 or Ana Isla (416) 769-5685.

19-21 October
(Freising, Germany) 2nd European Interdisciplinary Meeting and 18th Annual Scientific Meeting: *Poverty and Food in Affluent Societies*

For detailed information and Call for Papers contact: AGEV e.V. Posfach 10 01 06, D-83001 Rosenheim, Germany.

October 19-22
(Winnipeg) *1995 North American Conference on the Family*

Contact: Family Services Canada/Services à la famille-Canada 600-220 Laurier Avenue West, Ottawa Ontario, K1P 5Z9 / 220, avenue laurier ouest, pièce 600, Ottawa K1P 5Z9 Tel. (613)230-9960, Fax/Télécopieur (613)230-5884.

July 22-27, 1996
(Bangkok) XVIIIth Congress of the International Federation for Home Economics: *Living Conditions - A Global Responsibility.*

CHEA Conference 1995
Congrès 1995 de l'ACEF

Beyond Tradition
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Beyond Tradition
An Evolving Profession

July 9 - 11, 1995, Edmonton

Pre-Conference Workshops - *July 8-9*
- *Cultural Expression and the Global Media*
- *Training Session for Financial Counsellors*

Conference Highlights

Keynote Address: *Dr. Rosyln Kunin, Future, Technologies, Trends*

Gwen Leslie Memorial Lecture: *Kathy Ness, "From the Inside Out"*

Post Conference Workshop - *July 12-13*
Mediation Skills Workshop

Plan now to attend!

Conference Hotel - *Fantasyland Hotel and Resort at West Edmonton Mall*
$99 plus taxes single or double occupancy
telephone: 1-800-661-6454

Conference Airline: *Canadian International*
Reference File Number - 5192

Conference Registration - *$140 plus GST*
Pre and Post Conference Workshops extra
Early bird deadline - May 26, 1995
for Information phone: *(403) 440-0140*

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Au Delà De Tradition
Une Profession Qui Évolue

Du 9 au 11 juillet, 1995, Edmonton

Les Ateliers Précongrès - *Les 8 et 9 juillet*
- *Les Expressions Culturelles et la Presse Mondiale*
- *Les Séances D'Entraînement pour les Conseilles Financiers*

Les Hautes Points du Congrès

Discours Principal: *Dr. Rosyln Kunin*
L'Avenir, Les Technologies, Les Directions Généraux

Présentation à la Mémoire de Gwen Leslie:
Kathy Ness, "De L'intérieure à L'extérieure"

Les Ateliers Après Congrès - *Les 12 et 13 juillet*
Atelier sur les Habilités de la Médiation

Faîtes la Planification pour y assister!

L'Hôtel du Congrès: *L'Hôtel Fantasyland à West Edmonton Mall*
99$ taxes en sus occupation simple ou double
Téléphone le 1-800-661-6454

La Ligne Aérienne du Congrès: *Canadian Intérnational - Le Numéro du Dossier - 5192*

L'Enregistrement pour le Congrès: *140$ plus le TPS - Les Ateliers Précongrès et Après Congrès additionels - La Date Limite - le 26 mai, 1995*
Pour plus d'information téléphone le *(403)440-0140*